

Benesch Opportunity 102

Chao Zhang

Considering Emotions in Critical English Language Teaching Sarah Benesch, 2013-03-01 Groundbreaking in the ways it makes new connections among emotion, critical theory, and pedagogy, this book explores the role of students' and teachers' emotions in college instruction, illuminating key literacy and identity issues faced by immigrant students learning English in postsecondary institutions. Offering a rich blend of, and interplay between, theory and practice, it asks: How have emotions and affect been theorized from a critical perspective, and how might these theories be applied to English language teaching and learning? What do complex and shifting emotions, such as hope, disappointment, indignation, and compassion, have to do with English language teaching and learning in the neoliberal context in public universities? How might attention to emotions lead to deeper understanding of classroom interactions and more satisfying educational experiences for English language teachers and students? These questions are addressed not just theoretically, but also practically with examples from college classes of assigned readings, student writing, and classroom talk in which various emotions came into play. Thought-provoking, accessible, and useful, this is a must-read book for scholars, students, and teachers in the field of English language teaching.

Official Gazette of the United States Patent and Trademark Office, 2000

To Investigate Executive Agencies United States. Congress. House. Executive Agencies, Special Committee to Investigate, 1944

German Paintings in the Metropolitan Museum of Art, 1350-1600 Maryan W. Ainsworth, Joshua P. Waterman, Dorothy Mahon, Metropolitan Museum of Art (New York, N.Y.), 2013 Paintings by Renaissance masters Lucas Cranach the Elder, Albrecht Durer, and Hans Holbein the Younger are among the works featured in this lavish volume, the first to comprehensively study the largest collection of early German paintings in America. These works, created in the 14th through 16th centuries in the region that comprises present-day Germany, Austria, and Switzerland, include religious images - such as Virgin and Child with Saint Anne by Durer and the double-sided altarpiece The Dormition of the Virgin by Hans Schaufelein - as well as remarkable portraits by Holbein and the iconic Judgment of Paris by Cranach. In all, more than 70 works are thoroughly discussed and analyzed, making this volume an incomparable resource for the study of this rich artistic period.

Japan's Castles Oleg Benesch, Ran Zwigenberg, 2019-05-02 Considering Castles and Tenshu -- Modern Castles on the Margins -- Overview: from Feudalism to the Edge of Space -- From Feudalism to Empire -- Castles and the Transition to the Imperial State -- Castles in the Global Early Modern World -- Castles and the Fall of the Tokugawa -- Useless Reminders of the Feudal Past -- Remilitarizing Castles in the Meiji Period -- Considering Heritage in Early Meiji -- Castles and the Imperial House -- The Discovery of Castles, 1877-1912 -- Making Space Public -- Civilian Castles and Daimyo Buyback -- Castles as Sites and Subjects of Exhibitions -- Civil Society and the Organized Preservation of Castles -- Castles, Civil Society, and the Paradoxes of Taisho Militarism -- Building an Urban Military -- Castles and Military Hard Power -- Castles as Military Soft Power -- Challenging the Military -- The military and Public in Osaka -- Castles in War and Peace: Celebrating Modernity, Empire, and War -- The Early Development of Castle Studies -- The Arrival of Castle Studies in Wartime -- Castles for town and country -- Castles for the empire -- From feudalism to the edge of space -- Castles in war and peace II: Kokura, Kanazawa, and the Rehabilitation of the -- Nation -- Desolate gravesites of fallen empire: what became of castles -- The imperial castle and the transformation of the center -- Kanazawa castle and the ideals of progressive education -- Losing our traditions: lamenting the fate of Japanese heritage -- Kokura castle and the politics of Japanese identity --

Fukko: hiroshima castle rises from the ashes -- Hiroshima castle: from castle road to macarthur boulevard and back -- Prelude to the castle: rebuilding hiroshima gokoku shrine -- Reconstructions: celebrations of recovery in hiroshima -- Between modernity and tradition at the periphery and the world stage -- The weight of Meiji: the imperial general headquarters in hiroshima and the -- Meiji centenary -- Escape from the center: castles and the search for local identity -- Elephants and castles: odawara and the shadow of tokyo -- Victims of history I: Aizu-wakamatsu and the revival of grievances -- Victims of history II: Shimabara castle and the Enshrinement of loss -- Southern Barbarians at the gates: Kokura castle's struggle with authenticity -- Japan's new castle builders: recapturing tradition and culture -- Rebuilding the Meijo: (re)building campaigns in Kumamoto and Nagoya -- No business like castle business: castle architects and construction companies -- Symbols of the people? conflict and accommodation in Kumamoto and Nagoya -- Conclusions.

Nominations United States. Congress. Senate. Committee on Labor and Human Resources,1982

Profiling Target Learners for the Development of Effective Learning Strategies: Emerging Research and Opportunities Hai-Jew, Shalin,2019-10-04 Since the early days of formalized large-scale testing, there have been efforts to understand learners in order to provide better aligned learning opportunities and accommodations. What has been less explored has been how prospective and current target learners are profiled as target groups to adapt the learning to them, both statically (such as in pre-learning biographical profiling) and dynamically (on-the-fly as they interact with learning contents in online learning systems). This work takes more of a micro-scale and meso-scale approach, and these often involve both formal and informal means and creative teaching-and-learning accommodations. Profiling Target Learners for the Development of Effective Learning Strategies: Emerging Research and Opportunities is a critical scholarly resource that focuses on the practice of profiling prospective and current target learners through manual and computational means in order to better meet and improve their online and offline learning needs, as well as how those profiles influence the design, development, and provision of learning experiences. Featuring a wide range of topics such as diversity, curriculum design, and online learning, this book is ideal for educators, curriculum developers, instructional designers, principals, educational software developers, administrators, policymakers, academicians, researchers, and students.

Countering online hate speech Gagliardone, Iginio,Gal, Danit,Alves, Thiago,Martinez, Gabriela,2015-06-17 The opportunities afforded by the Internet greatly overshadow the challenges. While not forgetting this, we can nevertheless still address some of the problems that arise. Hate speech online is one such problem. But what exactly is hate speech online, and how can we deal with it effectively? As with freedom of expression, on- or offline, UNESCO defends the position that the free flow of information should always be the norm. Counter-speech is generally preferable to suppression of speech. And any response that limits speech needs to be very carefully weighed to ensure that this remains wholly exceptional, and that legitimate robust debate is not curtailed.

Educating for Advanced Foreign Language Capacities Heidi Byrnes,Heather D. Weger,Katherine A. Sprang,2006-10-06 Advanced language learning has only recently begun to capture the interest and attention of applied linguists and professionals in language education in the United States. In this breakthrough volume, experts in the field lay the groundwork for approaching the increasingly important role of advanced language learning in the larger context of multilingual societies, globalization, and security. This volume presents both general and theoretical insights and language-specific considerations in college classrooms spanning a range of languages, from the commonly taught languages of English, French, and German to the less commonly taught Farsi, Korean,

Norwegian, and Russian. Among theoretical frameworks likely to be conducive to imagining and fostering instructed advancedness in a second language, this volume highlights a cognitive-semantic approach. The theoretical and data-based findings make clear that advanced learners in particular are characterized by the capacity to make situated choices from across the entire language system, from vocabulary and grammar to discourse features, which suggests the need for a text-oriented, meaning-driven approach to language teaching, learning, and research. This volume also considers whether and how information structuring in second-language composition reveals first-language preferences of grammaticized concepts. Other topics include curricular and instructional approaches to narrativity, vocabulary expansion, the demands on instructed programs for efficiency and effectiveness in order to assure advanced levels, and learners' ability to function in professional contexts with their diverse oral and written genre requirements. Finally, the volume probes the role and nature of assessment as a measurement tool for both researching and assessing advanced language learning and as an essential component of improving programs.

Advances in Blood Substitutes R. Winslow, 1997-09-23 Each chapter of this volume is a contribution from an expert in the field, chosen by the editors to contribute to the 1997 Current Issues in Blood Substitute Research and Development course given in San Diego, March 17-19. The contributors were selected because of their expertise in areas which the editors believe to be critical to the advancement of the field, and which reflect activity in hot areas of relevant research. While there is a continuity in style for the annual course, each year brings changes in emphasis and content. In previous years, we were often not able to provide time for participants to present their views and opinions. Consequently, this year we encouraged discussion after each presentation. These sessions were recorded, transcribed, and are printed with the chapters herein. We believe that the product is very close to the capturing this year's course in print, and trust readers will enjoy reading the always candid and often provocative remarks from the audience. The price paid for inclusion of the discussion transcriptions was a delay in publication. Each author was allowed to edit his/her discussion section as well as the final version of the chapters prior to publication. The changes are mainly for grammar, and we tried, when possible, not to alter the conversational style of these interchanges.

Artificial Oxygen Carrier K. Kobayashi, E. Tsuchida, Hirohisa Horinouchi, 2006-03-16 This volume of the Keio University International Symposia for Life Sciences and Medicine contains the proceedings of the 13th symposium held under the sponsorship of the Keio University Medical Science Fund. The fund was established by the generous donation of the late Dr. Mitsunada Sakaguchi. The Keio University International Symposia for Life Sciences and Medicine constitute one of the core activities sponsored by the fund, of which the objective is to contribute to the international community by developing human resources, promoting scientific knowledge, and encouraging mutual exchange. Each year, the Committee of the International Symposia for Life Sciences and Medicine selects the most significant symposium topics from applications received from the Keio medical community. The publication of the proceedings is intended to publicize and distribute the information arising from the lively discussions of the most exciting and current issues presented during the symposium. On behalf of the Committee, I am most grateful to the late Dr. Sakaguchi, who made the series of symposia possible. We are also grateful to the prominent speakers for their contribution to this volume. In addition, we would like to acknowledge the efficient organizational work performed by the members of the program committee and the staff of the fund. Naoki Aikawa, M. D. , D. M. Sc. , F. A. C. S.

Atrocity Speech Law Gregory S. Gordon, 2017-04-11 The law governing the relationship between speech and core international

crimes a key component in atrocity prevention is broken. Incitement to genocide has not been adequately defined. The law on hate speech as persecution is split between the International Criminal Tribunal for Rwanda (ICTR) and the International Criminal Tribunal for the former Yugoslavia (ICTY). Instigation is confused with incitement and ordering's scope is too circumscribed. At the same time, each of these modalities does not function properly in relation to the others, yielding a misshapen body of law riddled with gaps. Existing scholarship has suggested discrete fixes to individual parts, but no work has stepped back and considered holistic solutions. This book does. To understand how the law became so fragmented, it returns to its roots to explain how it was formulated. From there, it proposes a set of nostrums to deal with the individual deficiencies. Its analysis then culminates in a more comprehensive proposal: a Unified Liability Theory, which would systematically link the core crimes of genocide, crimes against humanity, and war crimes with the four illicit speech modalities. The latter would be placed in one statutory provision criminalizing the following types of speech: (1) incitement (speech seeking but not resulting in atrocity); (2) speech abetting (non-catalytic speech synchronous with atrocity commission); (3) instigation (speech seeking and resulting in atrocity); and (4) ordering (instigation/incitement within a superior-subordinate relationship). Apart from its fragmentation, this body of law lacks a proper name as Incitement Law or International Hate Speech Law, labels often used, fail to capture its breadth or relationship to mass violence. So this book proposes a new and fitting appellation: atrocity speech law.

Index Medicus, 2003 Vols. for 1963- include as pt. 2 of the Jan. issue: Medical subject headings.

The Handbook of Educational Theories Beverly Irby, Genevieve H. Brown, Rafael Lara-Alecio, Dr. Shirley A. Jackson, 2013-03-01

Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias, no publication exists which serves as a comprehensive, consolidated collection of the most influential and most frequently quoted and consulted theories. There is a need to put such theories into a single, easily accessible volume. A unique feature of the Handbook is the way in which it conveys the theories. The organization of the chapters within each section makes the volume an easy-to-use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks. In addition to the traditional theories presented, the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles. An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included. The Handbook consists of 12 sections. Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice. The remaining sections address Philosophical Educational Constructs, Learning Theory, Instructional Theory, Curriculum theory, Literacy and Language Acquisition Theory, Counseling Theory, Moral Development Theory, Classroom Management Theory, Assessment Theory, Organizational Theory, and Leadership/Management Theory. Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors. Each chapter within the section will include (a) a description of the theory with goals, assumptions, and aspects particular to the theory, (b) the original development of and interactions of the theory, (c) validation of the theory, (d) generalizability of the theory across cultures, ethnicities, and genders, (e) the use and application of the theory, (f) critiques of the theory, (g) any instruments associated with the theory, and (h) two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the

theory. The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations. Additionally, professors of all educational disciplines in the social sciences would be an interested audience. There is also potential use of the text as administrators, counselors, and teachers in schools use theory to guide practice. As more inquiry is being promoted among school leaders, this book has more meaning for practitioners.

Handbook on Marine Environment Protection Markus Salomon, Till Markus, 2018-01-31 This handbook is the first of its kind to provide a clear, accessible, and comprehensive introduction to the most important scientific and management topics in marine environmental protection. Leading experts discuss the latest perspectives and best practices in the field with a particular focus on the functioning of marine ecosystems, natural processes, and anthropogenic pressures. The book familiarizes readers with the intricacies and challenges of managing coasts and oceans more sustainably, and guides them through the maze of concepts and strategies, laws and policies, and the various actors that define our ability to manage marine activities. Providing valuable thematic insights into marine management to inspire thoughtful application and further study, it is essential reading for marine environmental scientists, policy-makers, lawyers, practitioners and anyone interested in the field.

The Annalist, 1922

Multimodality in Architecture Ju Hyun Lee, Michael J. Ostwald, Mi Jeong Kim, 2024-01-12 This book examines multimodality in architecture and its impacts on collaborative, technical and educational processes or systems. Multimodality is becoming increasingly critical in contemporary architectural practice and education. Creative design teams face new challenges when they embrace new modes of communication, technology, and knowledge development processes. From diverse online modes of communication to shared digital environments, generative AI and advanced hardware solutions, new modes of information creation, sharing, and application are changing the ways architects and designers work. The book presents new research which empowers international researchers and designers to work more effectively in a diverse range of digital environments. Whether the readers are architects, teachers, students, or scholars, this book provides critical insights and practical tools for understanding and optimising processes in architecture and design.

Business Week, 1992

Social Theory for English for Academic Purposes Alex Ding, Michelle Evans, 2022-07-28 This book, written by pioneering architects of original social theory in educational/linguistic fields as well as expert practitioners, systematically exposes the sociological commitments of mainstream ideas and theories in English for Academic Purposes (EAP), commitments which are very often not fully examined by the discipline, but nonetheless shape practitioners' ideas and their praxis. The initial chapters outline what social theory is; the normative, critical, descriptive, social and generative purposes it serves; the scope and limits of social theory, and tracing the major historical traditions and recent currents. This mapping of social theory is followed by a detailed argument that makes the case for the centrality of social theory for EAP practitioners and praxis and the need to develop a sociological imagination to enhance knowledge and agency of practitioners. The contributions reveal the sociological foundations and commitments that underpin established theories in EAP, such as genre theories, systemic functional linguistics, and academic literacies. Each of these three major research streams in EAP is subject to critical analysis, linking each of these streams to the sociological commitments that underpin them. Finally, the book explores the social theories and approaches that have yet to make a full or significant impact on EAP

research and practice, but would enable practitioners and researchers to understand educational contexts, texts, structures, culture(s), knowledge production and producers, and social agents with greater sociological clarity and sophistication. Topics covered include: social realism, legitimation code theory, critical realism, ethnography, feminism and Bourdieusian concepts for EAP. The overarching aim of this volume is to position social theory much more centrally to frameworks and conceptions of the (unstable and contested) knowledge-base for EAP practitioners and to promote a 'sociological imagination' among and for EAP practitioners.

Launching a Dream ,1989

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Table of Contents Benesch Appportunity 102

- | | | |
|---|---|--|
| <ol style="list-style-type: none"> 1. Understanding the eBook Benesch Appportunity 102 <ul style="list-style-type: none"> ◦ The Rise of Digital Reading Benesch Appportunity 102 ◦ Advantages of eBooks Over Traditional Books 2. Identifying Benesch Appportunity 102 <ul style="list-style-type: none"> ◦ Exploring Different Genres ◦ Considering Fiction vs. Non-Fiction ◦ Determining Your Reading Goals 3. Choosing the Right eBook Platform <ul style="list-style-type: none"> ◦ Popular eBook Platforms ◦ Features to Look for in an Benesch Appportunity 102 ◦ User-Friendly Interface 4. Exploring eBook Recommendations from Benesch Appportunity 102 | <ul style="list-style-type: none"> ◦ Personalized Recommendations ◦ Benesch Appportunity 102 User Reviews and Ratings ◦ Benesch Appportunity 102 and Bestseller Lists <ol style="list-style-type: none"> 5. Accessing Benesch Appportunity 102 Free and Paid eBooks <ul style="list-style-type: none"> ◦ Benesch Appportunity 102 Public Domain eBooks ◦ Benesch Appportunity 102 eBook Subscription Services ◦ Benesch Appportunity 102 Budget-Friendly Options 6. Navigating Benesch Appportunity 102 eBook Formats <ul style="list-style-type: none"> ◦ ePub, PDF, MOBI, and More ◦ Benesch Appportunity 102 Compatibility with Devices ◦ Benesch Appportunity 102 Enhanced eBook Features 7. Enhancing Your Reading Experience <ul style="list-style-type: none"> ◦ Adjustable Fonts and Text Sizes | <ul style="list-style-type: none"> ◦ of Benesch Appportunity 102 ◦ Highlighting and Note-Taking Benesch Appportunity 102 ◦ Interactive Elements Benesch Appportunity 102 <ol style="list-style-type: none"> 8. Staying Engaged with Benesch Appportunity 102 <ul style="list-style-type: none"> ◦ Joining Online Reading Communities ◦ Participating in Virtual Book Clubs ◦ Following Authors and Publishers Benesch Appportunity 102 9. Balancing eBooks and Physical Books Benesch Appportunity 102 <ul style="list-style-type: none"> ◦ Benefits of a Digital Library ◦ Creating a Diverse Reading Collection Benesch Appportunity 102 10. Overcoming Reading Challenges <ul style="list-style-type: none"> ◦ Dealing with Digital Eye Strain |
|---|---|--|

- Minimizing Distractions
- Managing Screen Time
- 11. Cultivating a Reading Routine
Benesch Appportunity 102
 - Setting Reading Goals Benesch Appportunity 102
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of
Benesch Appportunity 102
 - Fact-Checking eBook Content of Benesch Appportunity 102
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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