

New Web Browsers 27210

Sally McConnell-Ginet

The United States Patents Quarterly, 2012-04 Report of cases relating to patents, trade marks, copyrights decided by Supreme Court of the United States, United States Circuit courts of appeals, District courts of the United States, United States Court of Customs and Patent Appeals, Court of Claims of the United States, United States Court of Appeals for the District of Columbia, Commissioner of Patents and Patent Office Board of Appeals.

A Framework for K-12 Science Education National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on a Conceptual Framework for New K-12 Science Education Standards, 2012-02-28 Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

Learning Science in Informal Environments National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on Learning Science in Informal Environments, 2009-05-27 Informal science is a burgeoning field that operates across a broad range of venues and envisages learning outcomes for individuals, schools, families, and society. The evidence base that describes informal science, its promise, and effects is informed by a range of disciplines and perspectives, including field-based research, visitor studies, and psychological and anthropological studies of learning. Learning Science in Informal Environments draws together disparate literatures, synthesizes the state of knowledge, and articulates a common framework for the next generation of research on learning science in informal environments across a life span. Contributors include recognized experts in a range of disciplines—research and evaluation, exhibit designers, program developers, and educators. They also have experience in a range of settings—museums, after-school programs, science and technology centers, media enterprises, aquariums, zoos, state parks, and botanical gardens. Learning Science in Informal Environments is an invaluable guide for program and exhibit designers, evaluators, staff of science-rich informal learning institutions and community-based organizations, scientists interested in educational outreach, federal science agency education staff, and K-12 science educators.

Barriers and Opportunities for 2-Year and 4-Year STEM Degrees National Academies of Sciences, Engineering, and Medicine, National

Academy of Engineering, Policy and Global Affairs, Board on Higher Education and Workforce, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on Barriers and Opportunities in Completing 2-Year and 4-Year STEM Degrees, 2016-05-18 Nearly 40 percent of the students entering 2- and 4-year postsecondary institutions indicated their intention to major in science, technology, engineering, and mathematics (STEM) in 2012. But the barriers to students realizing their ambitions are reflected in the fact that about half of those with the intention to earn a STEM bachelor's degree and more than two-thirds intending to earn a STEM associate's degree fail to earn these degrees 4 to 6 years after their initial enrollment. Many of those who do obtain a degree take longer than the advertised length of the programs, thus raising the cost of their education. Are the STEM educational pathways any less efficient than for other fields of study? How might the losses be stemmed and greater efficiencies realized? These questions and others are at the heart of this study. *Barriers and Opportunities for 2-Year and 4-Year STEM Degrees* reviews research on the roles that people, processes, and institutions play in 2- and 4-year STEM degree production. This study pays special attention to the factors that influence students' decisions to enter, stay in, or leave STEM majors—quality of instruction, grading policies, course sequences, undergraduate learning environments, student supports, co-curricular activities, students' general academic preparedness and competence in science, family background, and governmental and institutional policies that affect STEM educational pathways. Because many students do not take the traditional 4-year path to a STEM undergraduate degree, *Barriers and Opportunities* describes several other common pathways and also reviews what happens to those who do not complete the journey to a degree. This book describes the major changes in student demographics; how students view, value, and utilize programs of higher education; and how institutions can adapt to support successful student outcomes. In doing so, *Barriers and Opportunities* questions whether definitions and characteristics of what constitutes success in STEM should change. As this book explores these issues, it identifies where further research is needed to build a system that works for all students who aspire to STEM degrees. The conclusions of this report lay out the steps that faculty, STEM departments, colleges and universities, professional societies, and others can take to improve STEM education for all students interested in a STEM degree.

Commerce Business Daily, 1998-05

The Haggadah, 1957

Developing Linguistic Corpora Martin Wynne, 2005 A linguistic corpus is a collection of texts which have been selected and brought together so that language can be studied on the computer. Today, corpus linguistics offers some of the most powerful new procedures for the analysis of language, and the impact of this dynamic and expanding sub-discipline is making itself felt in many areas of language study. In this volume, a selection of leading experts in various key areas of corpus construction offer advice in a readable and largely non-technical style to help the reader to ensure that their corpus is well designed and fit for the intended purpose. This guide is aimed at those who are at some stage of building a linguistic corpus. Little or no knowledge of corpus linguistics or computational procedures is assumed, although it is hoped that more advanced users will find the guidelines here useful. It is also aimed at those who are not building a corpus, but who need to know something about the issues involved in the design of corpora in order to choose between available resources and to help draw conclusions from their studies.

Etruscan Orientalization Jessica Nowlin, 2021-08-16 *Etruscan Orientalization* outlines the modern influences of orientalism, nationalism, and colonialism in the terms 'orientalizing' and 'orientalization' to reconsider their use in describing Mediterranean connectivity in the eighth and seventh centuries BCE.

Words Matter Sally McConnell-Ginet, 2020-08-27 Featuring current and historical concrete examples and minimising technical vocabulary, *Words Matter* is for all interested in examining ideas about language and its connections to social conflict and change. Accessible to general readers,

the book will also be useful in linguistics, philosophy, anthropology, or other classes featuring language.

STEM Integration in K-12 Education National Research Council, National Academy of Engineering, Committee on Integrated STEM Education, 2014-02-28 STEM Integration in K-12 Education examines current efforts to connect the STEM disciplines in K-12 education. This report identifies and characterizes existing approaches to integrated STEM education, both in formal and after- and out-of-school settings. The report reviews the evidence for the impact of integrated approaches on various student outcomes, and it proposes a set of priority research questions to advance the understanding of integrated STEM education. STEM Integration in K-12 Education proposes a framework to provide a common perspective and vocabulary for researchers, practitioners, and others to identify, discuss, and investigate specific integrated STEM initiatives within the K-12 education system of the United States. STEM Integration in K-12 Education makes recommendations for designers of integrated STEM experiences, assessment developers, and researchers to design and document effective integrated STEM education. This report will help to further their work and improve the chances that some forms of integrated STEM education will make a positive difference in student learning and interest and other valued outcomes.

Reopening K-12 Schools During the COVID-19 Pandemic National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Board on Science Education, Standing Committee on Emerging Infectious Diseases and 21st Century Health Threats, Committee on Guidance for K-12 Education on Responding to COVID-19, 2020-11-08 The COVID-19 pandemic has presented unprecedented challenges to the nation's K-12 education system. The rush to slow the spread of the virus led to closures of schools across the country, with little time to ensure continuity of instruction or to create a framework for deciding when and how to reopen schools. States, districts, and schools are now grappling with the complex and high-stakes questions of whether to reopen school buildings and how to operate them safely if they do reopen. These decisions need to be informed by the most up-to-date evidence about the SARS-CoV-2 virus that causes COVID-19; about the impacts of school closures on students and families; and about the complexities of operating school buildings as the pandemic persists. Reopening K-12 Schools During the COVID-19 Pandemic: Prioritizing Health, Equity, and Communities provides guidance on the reopening and operation of elementary and secondary schools for the 2020-2021 school year. The recommendations of this report are designed to help districts and schools successfully navigate the complex decisions around reopening school buildings, keeping them open, and operating them safely.

Innovation in Student Services Darlene Burnett, Diana Oblinger, 2002 Focuses on the topic of Web portals, interactive chats, and call centers needed to support Web services. Viewers will also hear about the lessons learned from one-stop centers, which are driving new facilities designs and defining new job functions for student services professionals. These lessons are also shaping the services delivered via the Web. Finding the appropriate blend of high touch and high tech has become especially critical, given the importance of Web strategies to most student services models today

Skies of Parchment, Seas of Ink Marc Michael Epstein, 2015-04-04 Introduction: for the love of books / Marc Michael Epstein -- The people of the book/books of the people: illuminating the canon / Hartley Lachter and Marc Michael Epstein -- Parchments and palimpsests: scribe, illuminator, patron, audience / Marc Michael Epstein -- The illuminated page: materials, methods, and techniques / Barbara Wolff -- Mapping the territory: 'Arb'ah kanfot ma'areẓ, the four corners of the medieval Jewish world. Erez Yisrael/The land of Israel: homeland and center / Marc Michael Epstein ; Italia/Italy: the first western diaspora / Marc Michael Epstein ; Ashkenaz: Franco-Germany, England, Central, and East Europe / Eva Frojmovic with Marc Michael Epstein ; Sepharad and 'Arav: Spain and the Middle East / Raymond P. Scheindlin with Marc Michael Epstein ; The problem of national style / Eva Frojmovic with Marc Michael Epstein -- Iconography: telling the story / Marc Michael Epstein -- Dialogue and disputation: cultural

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Ritual Dynamics in Jewish and Christian Contexts, 2019-07-08 In the past decades, the dynamics of rituals has been a productive topic of research. This volume investigates questions surrounding the ritual dynamics in (holy) Jewish and Christian texts, and cases where rituals of different religious communities interacted.

Museum Archetypes and Collecting in the Ancient World Maia Wellington Gahtan, Donatella Pegazzano, 2015-03-20 Museum Archetypes and Collecting in the Ancient World offers the first general overview of the reasons why ancient civilizations from Archaic Greece to the Early Christian period amassed objects and displayed them together in public, private and imaginary contexts.

The Christian Orient British Library, 1978

Education for Life and Work National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Testing and Assessment, Committee on Defining Deeper Learning and 21st Century Skills, 2013-01-18 Americans have long recognized that investments in public education contribute to the common good, enhancing national prosperity and supporting stable families, neighborhoods, and communities. Education is even more critical today, in the face of economic, environmental, and social challenges. Today's children can meet future challenges if their schooling and informal learning activities prepare them for adult roles as citizens, employees, managers, parents, volunteers, and entrepreneurs. To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration, and self-management - often referred to as 21st century skills. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century describes this important set of key skills that increase deeper learning, college and career readiness, student-centered learning, and higher order thinking. These labels include both cognitive and non-cognitive skills- such as critical thinking, problem solving, collaboration, effective communication, motivation, persistence, and learning to learn. 21st century skills also include creativity, innovation, and ethics that are important to later success and may be developed in formal or informal learning environments. This report also describes how these skills relate to each other and to more traditional academic skills and content in the key disciplines of reading, mathematics, and science. Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century summarizes the findings of the research that investigates the importance of such skills to success in education, work, and other areas of adult responsibility and that demonstrates the importance of developing these skills in K-16 education. In this report, features related to learning these skills are identified, which include teacher professional development, curriculum, assessment, after-school and out-of-school programs, and informal learning centers such as exhibits and museums.

Speaking for Islam Gudrun Krämer, Sabine Schmidtke, 2006 Focuses on Middle Eastern Muslim majority societies in the period from the eighteenth to the twentieth centuries. This work contains papers which highlight the scope and variety of religious authorities in Muslim societies.

Language and Gender Penelope Eckert, Sally McConnell-Ginet, 2013-02-07 Updated and restructured new edition of a textbook for courses in

language and gender which is accessible to non-linguists.

Recycling of Lithium-Ion Batteries Arno Kwade, Jan Diekmann, 2017-12-12 This book addresses recycling technologies for many of the valuable and scarce materials from spent lithium-ion batteries. A successful transition to electric mobility will result in large volumes of these. The book discusses engineering issues in the entire process chain from disassembly over mechanical conditioning to chemical treatment. A framework for environmental and economic evaluation is presented and recommendations for researchers as well as for potential operators are derived.

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