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Designed to equip students with the skills for effective business communication, *Communicating for Results* offers practical, classroom-tested instruction not just in grammar but in the rhetorical techniques and persuasive strategies that students need to become effective writers and speakers. Supplemented with abundant group and individual activities to reinforce key principles and help students hone their skills, this invaluable text will teach students to communicate with confidence.

Computerized "expert systems" are among the best-known applications of artificial intelligence. But what is expertise? The nature of knowledge and expertise, and their relation to context, is the focus of active discussion and controversy among psychologists, philosophers, computer scientists, and other cognitive scientists. The questions reach to the very foundations of cognitive theory. The twenty-three original essays in this volume discuss the essential nature of expert knowledge, as well as such questions as how "expertise" differs from mere "knowledge," the relation between the individual and group processes involved in knowledge in general and expertise in particular, the social and other contexts of expertise, how expertise can be assessed, and the relation between human and computer expertise. Contributors : N. M. Agnew, D. Bertram, S. Bringsjord, N. Charness, W. Clancey, H. M. Collins, T. M. Converse, R. L. Coulson, D. DuBois, K. A. Ericsson, P. J. Feltovich, K. M. Ford, N. D. Geddes, K. J. Hammond, C. C. Hayes, P. J. Hayes, H. Hexmoor, C. T. Kulik, H. E. Kyburg, M. LaFrance, F. J. Lerch, G. F. Luger, M. Miller, M. Minsky, K. O'Hara, A. L. Patalano, V. L. Patel, D. Perlis, M. J. Prietula, M. F. Ramoni, A. T. Rappaport, C. M. Seifert, N. Shadbolt, V. L. Shalin, S. C. Shapiro, R. J. Spiro, E. W. Stein, C. R. Stern, R. J. Sternberg, M. A. Szczepkowski, C. M. Zeitz

The 2011 edition of *Education at a Glance* enables countries to see themselves in the light of other countries' performance. It provides a broad array of comparable indicators on education systems and represents the consensus of professional thinking on how to measure education internationally.

Missing the Meaning investigates recent evidence that school text materials are more problematic than previously imagined. Difficulties with language, illustrations, design and cultural mismatch are highlighted, and ways in which young students 'read' books and electronic materials in classrooms are compared through contributions from researchers across five continents. The book suggests new ways to develop and use text so that the materials are better matched to the diverse needs of teachers and students. The implications of this collection are wide, applying not only to teachers, but to teacher educators, educational publishers, software developers and policy makers.

This volume explores the logic and methodology of scientific inquiry rather than its substantive results.

Art, Community and Environment investigates wide-ranging issues raised by the interaction between art practice, community participation, and the environment, both natural and urban. This volume brings together a distinguished group of contributors from the United States, Australia, and Europe to examine topics such as urban art, community participation, local empowerment, and the problem of ownership. Featuring rich illustrations and informative case studies from around the world, *Art, Community and Environment* addresses the growing interest in this fascinating discipline.

This guidebook brings together the knowledge, insight and experience gained by the participants of an international telecollaborative language learning project entitled *Moderating Intercultural Collaboration and Language Learning (MiCaLL)*. Telecollaboration is understood here as a shared teaching and learning experience between distanced partners that is facilitated through the use of Internet technology; an area of growing interest for many teachers. The book first provides a theoretical outline of suitable pedagogical practices for this type of joint effort and then moves into the more practical aspects of designing, setting up, implementing and evaluating telecollaborative projects. The guidebook considers relevant questions and issues which often come up when teachers without previous experience in telecollaboration undertake this type of enterprise. Through the realistic advice and practical examples provided, the reader will be motivated to engage in telecollaborative language learning projects with their own pupils.

Includes information on Australia, calendars, creation myths, directions, epics, fish, folksonomy, genetics, grammar, Himalayan mountains, horse, indigenous people, knowledge, literacy, maps, metaphor, months, naming, nomads, oral traditions, Os (middle Chulym), Papua New Guinea, place names, reindeer, rivers, shamans, sign languages, singing, song, species, taxonomy, units of time, time reckoning, Tofa (Tofalar, Karagas), Tuvan, writing systems, Yukaghir, etc.

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