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This edited book provides a global view on evolution education. It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern Europe, Western Europe, North Africa, South Africa, North America, South America, Middle East, Far East, South East Asia, Australia, and New Zealand. Studies in evolution education literature can be divided into three main categories: (a) understanding the interrelationships among cognitive, affective, epistemological, and religious factors that are related to peoples' views about evolution, (b) designing, implementing, evaluating evolution education curriculum that reflects contemporary evolution understanding, and (c) reducing antievolutionary attitudes. This volume systematically summarizes the evolution education literature across these three categories for each country or geographical region. The individual chapters thus include common elements that facilitate a cross-cultural meta-analysis. Written for a primarily academic audience, this book provides a much-needed common background for future evolution education research across the globe.

This book is divided in two parts, the first of which shows how, beyond paleontology and systematics, macroevolutionary theories apply key insights from ecology and biogeography, developmental biology, biophysics, molecular phylogenetics and even the sociocultural sciences to explain evolution in deep time. In the second part, the phenomenon of macroevolution is examined with the help of real life-history case studies on the evolution of eukaryotic sex, the formation of anatomical form and body-plans, extinction and speciation events of marine invertebrates, hominin evolution and species conservation ethics. The book brings together leading experts, who explain pivotal concepts such as Punctuated Equilibria, Stasis, Developmental Constraints, Adaptive Radiations, Habitat Tracking, Turnovers, (Mass) Extinctions, Species Sorting, Major Transitions, Trends and Hierarchies – key premises that allow macroevolutionary epistemic frameworks to transcend microevolutionary theories that focus on genetic variation, selection, migration and fitness. Along the way, the contributing authors review ongoing debates and current scientific challenges; detail new and fascinating scientific tools and techniques that allow us to cross the classic borders between disciplines; demonstrate how their theories make it possible to extend the Modern Synthesis; present guidelines on how the macroevolutionary field could be further developed; and provide a rich view of just how it was that life evolved across time and space. In short, this book is a must-read for active scholars and because the technical aspects are fully explained, it is also accessible for non-specialists. Understanding evolution requires a solid grasp of above-population phenomena. Species are real biological individuals and abiotic factors impact the future course of evolution. Beyond observation, when the explanation of macroevolution is the goal, we need both evidence and theory that enable us to explain and interpret how life evolves at the grand scale.

The Princeton Guide to Evolution is a comprehensive, concise, and authoritative reference to the major subjects and key concepts in evolutionary biology, from genes to mass extinctions. Edited by a distinguished team of evolutionary biologists, with contributions from leading researchers, the guide contains some 100 clear, accurate, and up-to-date articles on the most important topics in seven major areas: phylogenetics and the history of life; selection and adaptation; evolutionary processes; genes, genomes, and phenotypes; speciation and macroevolution; evolution of behavior, society, and humans; and evolution and modern society. Complete with more than 100 illustrations (including eight pages in color), glossaries of key terms, suggestions for further reading on each topic, and an index, this is an essential volume for undergraduate and graduate students, scientists in related fields, and anyone else with a serious interest in evolution. Explains key topics in some 100 concise and authoritative articles written by a team of leading evolutionary biologists Contains more than 100 illustrations, including eight pages in color Each article includes an outline, glossary, bibliography, and cross-references Covers phylogenetics and the history of life; selection and adaptation; evolutionary processes; genes, genomes, and phenotypes; speciation and macroevolution; evolution of behavior, society, and humans; and evolution and modern society

DIVA contribution to health care studies and administrative law which offers a humane and practical alternative to the current process of reviewing consumer health care complaints./div

Nothing provided

This book examines the school failure and success of Chicano students from a wide variety of perspectives. It attempts to promote further understanding of what constitutes, maintains, and helps shape school failure among Chicano students, and to present research and policy agendas that may help to realize Chicano school success. Five sections address current realities of the Chicano schooling experience, language and classroom perspectives on Chicano achievement, cultural and familial perspectives on achievement, educational testing and special education issues, and the big picture and Chicano school failure. Chapters are: (1) "The Plight of Chicano Students: An Overview of Schooling Conditions and Outcomes" (Richard R. Valencia); (2) "Segregation, Desegregation, and Integration of Chicano Students: Problems and Prospects" (Ruben Donato, Martha Menchaca, Richard R. Valencia); (3) "Chicano Dropouts: A Review of Research and Policy Issues" (Russell W. Rumberger); (4) "Bilingualism, Second Language Acquisition, and the Education of Chicano Language Minority Students" (Eugene E. Garcia); (5) "Promoting School Success for Chicanos: The View from Inside the Bilingual Classroom" (Barbara J. Merino); (6) "From Failure to Success: The Roles of Culture and Cultural Conflict in the Academic Achievement of Chicano Students" (Henry T. Truoba); (7) "Cognitive Socialization and Competence: The Academic Development of Chicanos" (Luis M. Laosa, Ronald W. Henderson); (8) "The Uses and Abuses of Educational Testing: Chicanos as a Case in Point" (Richard R. Valencia, Sofia Aburto); (9) "An Analysis of Special Education as a Response to the Diminished Academic Achievement of Chicano Students" (Robert Rueda); (10) "Systemic and Institutional Factors in Chicano School Failure" (Arthur Pearl); and (11) "Conclusions: Towards Chicano School Success" (Richard R. Valencia). This book contains references in each chapter, 30 data tables and figures, notes on contributors, and author and subject indexes. (SV)

The book is organized around 4 sections. The first deals with the creativity and its neural basis (responsible editor Emmanuelle Volle). The second section concerns the neurophysiology of aesthetics (responsible editor Zo ĩ Kapoula). It covers a large spectrum of different experimental approaches going from architecture, to process of architectural creation and issues of architectural impact on the gesture of the observer. Neurophysiological aspects such as space navigation, gesture, body posture control are involved in the experiments described as well as questions about terminology and valid methodology. The next chapter contains studies on music, mathematics and brain (responsible editor Moreno Andreatta). The final section deals with evolutionary aesthetics (responsible editor Julien Renoult). Chapter "Composing Music from Neuronal Activity: The Spikiss Project" is available open access under a Creative Commons Attribution-NonCommercial 4.0 International License via link.springer.com.

The Open Access version of this book, available at <https://www.taylorfrancis.com/books/e/9781351049139>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching. While other works have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual awareness, and language learning and teaching in L2 and L3 settings, and explores a range of studies from around the world. This allows the volume to highlight a diverse set of methodological approaches, including blogging, screen recording software, automatic translation programs, language corpora, classroom interventions, and interviews, and subsequently, to demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally. This innovative collection is an essential resource for students and scholars in language teaching pedagogy, and applied linguistics.

This book highlights the state of the field in the new, provocative line of research into the cognition and behavior of the domestic dog. Eleven chapters from leading researchers describe innovative methods from comparative psychology, ethology and behavioral biology, which are combined to create a more comprehensive picture of the behavior of *Canis familiaris* than ever before. Each of the book's three parts highlights one of the perspectives relevant to providing a full understanding of the dog. Part I covers the perceptual abilities of dogs and the effect of interbreeding. Part II includes observational and experimental results from studies of social cognition – such as learning and social referencing – and physical cognition in canids, while Part III summarizes the work in the field to date, reviewing various conceptual and methodological approaches and testing anthropomorphisms with regard to dogs. The final chapter discusses the practical application of behavioral and cognitive results to promote animal welfare. This volume reflects a modern shift in science toward considering and studying domestic dogs for their own sake, not only insofar as they reflect back on human beings.

This book is open access under a CC BY 4.0 license. In this book, the authors present a challenge for future research to build a stronger, more complete understanding of entrepreneurial phenomena. They argue that this more complete picture of entrepreneurial phenomena will likely come from scholars who undertake at least some trailblazing projects; from scholars who broaden the range of research questions, the potential outcomes of entrepreneurial action, and the selection and combination of research methods; and from researchers who avoid the endless debates about the margins of the field and its sub-fields or about whether one theoretical or philosophical lens is superior to another. This book offers suggestions for future research through a variety of topics including prosocial action, innovation, family business, sustainability and development, and the financial, social, and psychological costs of failure. It promises to make an important contribution to the development of the field and help academics, organizations, and society make useful contributions to the generation of entrepreneurial research.

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