

Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

A New York Times Editors' Choice An "essential" (Jane Mayer) account of the dangerous marriage of plutocratic economic priorities and right-wing populist appeals — and how it threatens the pillars of American democracy. In *Let Them Eat Tweets*, best-selling political scientists Jacob S. Hacker and Paul Pierson argue that despite the rhetoric of Donald Trump, Josh Hawley, and other right-wing "populists," the Republican Party came to serve its plutocratic masters to a degree without precedent in modern global history. To maintain power while serving the 0.1 percent, the GOP has relied on increasingly incendiary racial and cultural appeals to its almost entirely white base. Calling this dangerous hybrid "plutocratic populism," Hacker and Pierson show how, over the last forty years, reactionary plutocrats and right-wing populists have become the two faces of a party that now actively undermines democracy to achieve its goals against the will of the majority of Americans. Based on decades of research and featuring a new epilogue about the intensification of GOP radicalism after the 2020 election, *Let Them Eat Tweets* authoritatively explains the doom loop of tax cutting and fearmongering that defines the Republican Party—and reveals how the rest of us can fight back.

Your house is flooded by 'unseasonal' heavy rain. What do you learn from this experience? Do you shrug your shoulders and call your insurer? Or do you choose to learn about climate change, switch to renewable energy and lobby politicians? In this insightful book, John Blewitt explores the possibilities for developing a sustainable society through 'lifelong learning' that is, learning that happens in everyday environments and activities as diverse as shopping, community, 'edutainment', information and communication technology, the internet, broadcasting, people's experience of place and space, green building, social networks and consumer culture. Drawing on a range of sociological, anthropological and educational studies as well as new research, *The Ecology of Learning* is ideal for educators, teachers, corporate trainers and consultants working to integrate environmental education, sustainability and innovation in non-traditional learning situations. The coverage is extensive, with an accessible but informed engagement with both theory and practice and a wide range of examples. Throughout, the voices, stories and experiences of many people are used to illustrate the ways people may reshape our understanding of learning and sustainability. *The Handbook of Educational Linguistics* is a dynamic, scientifically grounded overview revealing the complexity of this growing field while remaining accessible for students, researchers, language educators, curriculum developers, and educational policy makers. A single volume overview of educational linguistics, written by leading specialists in its many relevant fields Takes into account the diverse theoretical foundations, core themes, major findings, and practical applications of educational linguistics Highlights the multidisciplinary reach of educational linguistics Reflects the complexity of this growing field, whilst remaining accessible to a wide audience

Do computers foster cultural diversity? Ecological sustainability? In our age of high-tech euphoria we seem content to leave tough

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

questions like these to the experts. That dangerous inclination is at the heart of this important examination of the commercial and educational trends that have left us so uncritically optimistic about global computing. Contrary to the attitudes that have been marketed and taught to us, says C. A. Bowers, the fact is that computers operate on a set of Western cultural assumptions and a market economy that drives consumption. Our indoctrination includes the view of global computing innovations as inevitable and on a par with social progress--a perspective dismayingly suggestive of the mindset that engendered the vast cultural and ecological disruptions of the industrial revolution and world colonialism. In *Let Them Eat Data* Bowers discusses important issues that have fallen into the gap between our perceptions and the realities of global computing, including the misuse of the theory of evolution to justify and legitimate the global spread of computers, and the ecological and cultural implications of unmooring knowledge from its local contexts as it is digitized, commodified, and packaged for global consumption. He also suggests ways that educators can help us think more critically about technology. *Let Them Eat Data* is essential reading if we are to begin democratizing technological decisions, conserving true cultural diversity and intergenerational forms of knowledge, and living within the limits and possibilities of the earth's natural systems.

What's the connection between a platter of jumbo shrimp at your local restaurant and murdered fishermen in Honduras, impoverished women in Ecuador, and disastrous hurricanes along America's Gulf coast? Mangroves. Many people have never heard of these salt-water forests, but for those who depend on their riches, mangroves are indispensable. They are natural storm barriers, home to innumerable exotic creatures—from crabeating vipers to man-eating tigers—and provide food and livelihoods to millions of coastal dwellers. Now they are being destroyed to make way for shrimp farming and other coastal development. For those who stand in the way of these industries, the consequences can be deadly. In *Let Them Eat Shrimp*, Kennedy Warne takes readers into the muddy battle zone that is the mangrove forest. A tangle of snaking roots and twisted trunks, mangroves are often dismissed as foul wastelands. In fact, they are supermarkets of the sea, providing shellfish, crabs, honey, timber, and charcoal to coastal communities from Florida to South America to New Zealand. Generations have built their lives around mangroves and consider these swamps sacred. To shrimp farmers and land developers, mangroves simply represent a good investment. The tidal land on which they stand often has no title, so with a nod and wink from a compliant official, it can be turned from a public resource to a private possession. The forests are bulldozed, their traditional users dispossessed. The true price of shrimp farming and other coastal development has gone largely unheralded in the U.S. media. A longtime journalist, Warne now captures the insatiability of these industries and the magic of the mangroves. His vivid account will make every reader pause before ordering the shrimp. Around the world, citizens in local communities are utilising ICTs to underpin the creation of a participatory and democratic vision of the network society. Embedded in the richness and diversity of community practice, a vision of a 'civil network society' is emerging. A society where ICTs are harnessed as tools to improve the quality of life and reflect the diversity of social networks; where people are viewed as citizens, not just as consumers, and where heterogeneity is perceived as a strength rather than a weakness. *Community Practice in the Network Society* looks at the broad context in which this is happening, presents case

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

studies of local projects from around the world, and discusses community ICT research methodologies. Not only does it highlight the symbiotic relationship between community ICT practice and research, but it also provides evidence supporting the case for the development of more inclusive and participatory pathways to the network society.

Today's schools compartmentalize children and curriculum. Standardization dictates curricular content and assessment, narrowing the focus of classrooms and schools that serve diverse populations from varied geographical backgrounds. Against the backdrop of the western-derived, institutional framework of schooling are cultural ways of knowing that are place-based, holistic, experiential, and connected to oral storytelling. In the current movement toward acknowledging and understanding cultural knowledge, teacher education programs need to work in collaboration with cultural communities, honoring traditions and epistemologies and seeking to revitalize and sustain (Paris, 2012) language and culture. Such initiatives inform the big picture of educational reform and enrich mainstream university teacher education programs. This book highlights the journeys, challenges and unfolding stories of transformation that reside within university/community/school partnerships focused on cultural and linguistic revitalization through schooling.

A People's Curriculum for the Earth is a collection of articles, role plays, simulations, stories, poems, and graphics to help breathe life into teaching about the environmental crisis. The book features some of the best articles from Rethinking Schools magazine alongside classroom-friendly readings on climate change, energy, water, food, and pollution—as well as on people who are working to make things better. A People's Curriculum for the Earth has the breadth and depth of Rethinking Globalization: Teaching for Justice in an Unjust World, one of the most popular books we've published. At a time when it's becoming increasingly obvious that life on Earth is at risk, here is a resource that helps students see what's wrong and imagine solutions. Praise for A People's Curriculum for the Earth "To really confront the climate crisis, we need to think differently, build differently, and teach differently. A People's Curriculum for the Earth is an educator's toolkit for our times." — Naomi Klein, author of *The Shock Doctrine* and *This Changes Everything: Capitalism vs. the Climate* "This volume is a marvelous example of justice in ALL facets of our lives—civil, social, educational, economic, and yes, environmental. Bravo to the Rethinking Schools team for pulling this collection together and making us think more holistically about what we mean when we talk about justice." — Gloria Ladson-Billings, Kellner Family Chair in Urban Education, University of Wisconsin-Madison "Bigelow and Swinehart have created a critical resource for today's young people about humanity's responsibility for the Earth. This book can engender the shift in perspective so needed at this point on the clock of the universe." — Gregory Smith, Professor of Education, Lewis & Clark College, co-author with David Sobel of *Place- and Community-based Education in Schools*

How does technology alter thinking and action without our awareness? How can instantaneous information access impede understanding and wisdom? How does technology alter conceptions of education, schooling, teaching and what learning entails? What are the implications of these and other technology issues for society? Meaningful technology education is far more than learning how to use technology. It entails an understanding of the nature of technology — what technology is, how and why

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

technology is developed, how individuals and society direct, react to, and are sometimes unwittingly changed by technology. This book places these and other issues regarding the nature of technology in the context of learning, teaching and schooling. The nature of technology and its impact on education must become a significant object of inquiry among educators. Students must come to understand the nature of technology so that they can make informed decisions regarding how technology may influence thinking, values and action, and when and how technology should be used in their personal lives and in society. Prudent choices regarding technology cannot be made without understanding the issues that this book raises. This book is intended to raise such issues and stimulate thinking and action among teachers, teacher educators, and education researchers. The contributions to this book raise historical and philosophical issues regarding the nature of technology and their implications for education; challenge teacher educators and teachers to promote understanding of the nature of technology; and provide practical considerations for teaching the nature of technology.

We believe in social justice. We support educational reform. Yet unless we reframe our approaches to both, says C. A. Bowers, the social justice attained through educational reform will only lead to more intractable forms of consumerism and further impoverishment of our communities. In *Educating for Eco-Justice and Community* Bowers outlines a strategy for educational reform that confronts the rapid degradation of our ecosystems by renewing the face-to-face, intergenerational traditions that can serve as alternatives to our hyper-consumerist, technology-driven worldview. Bowers explains how current technological and progressive programs of educational reform operate on deep cultural assumptions that came out of the Enlightenment and led to the Industrial Revolution. These beliefs frame our relationship with nature in adversarial terms, view progress as inevitable, and elevate the individual over community, expertise over intergenerational knowledge, and profit over reciprocity. By making eco-justice a priority of educational reform, we can begin to: democratize developments in science and technology in ways that eliminate eco-racism; reverse the global processes that are worsening the economic and political inequities between the hemispheres; expose the cultural forces that turn aspects of daily life--from education and entertainment to work and leisure--into market-dependent relationships; uplift knowledge and traditions of intergenerationally connected communities; and develop a sense of moral responsibility for the long-term consequences of our excessive material demands. In the tradition of Wendell Berry, David Orr, and Kirkpatrick Sale, Bowers thinks about our place in the natural world and the current economies to show how we can reform education and create a less consumer-driven society.

This book explores implications for applied linguistics of recent developments in technologies used in second language teaching and assessment, language analysis, and language use. Focusing primarily on English language learning, the book identifies significant areas of interplay between technology and applied linguistics, and it explores current perspectives on perennial questions such as how theory and research on second language acquisition can help to inform technology-based language learning practices, how the multifaceted learning accomplished through technology can be evaluated, and how theoretical perspectives can offer insight on data obtained from research on interaction with and through technology. The book illustrates how

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

the interplay between technology and applied linguistics can amplify and expand applied linguists' understanding of fundamental issues in the field. Through discussion of computer-assisted approaches for investigating second language learning tasks and assessment, it illustrates how technology can be used as a tool for applied linguistics research.

What comes after the reconceptualization of curriculum studies? What is the contribution of the next wave of curriculum scholars? Comprehensive and on the cutting edge, this Handbook speaks to these questions and extends the conversation on present and future directions in curriculum studies through the work of twenty-four newer scholars who explore, each in their own unique ways, the present moment in curriculum studies. To contextualize the work of this up-and-coming generation, each chapter is paired with a shorter response by a well-known scholar in the field, provoking an intra-/inter-generational exchange that illuminates both historical trajectories and upcoming moments. From theorizing at the crossroads of feminist thought and post-colonialism to new perspectives that include critical race, currere, queer southern studies, Black feminist cultural analysis, post-structural policy studies, spiritual ecology, and East-West international philosophies, present and future directions in the U.S. American field are revealed.

This exciting new book advances current practice-based and theoretical knowledge around how youth defines and engages with consumerism to provoke a larger conversation within science and environmental education. It is also geared towards unveiling those literacy praxes that can assist youth to adopt more ethically-oriented consumerist habits. More specifically, this book studies how youth's participation in the global consumer market intersects with media technologies, new literacies, as well as science and the environment from sociocultural perspectives. In addition, it considers how school science has mediated youth participation in hyper-consumerism, from food and technology to shelter and transportation. This important and timely book is a must-read for those interested in topics such as critical youth studies, critical media literacy, STEM, arts-based research, STSE education, citizenship education, cultural studies, policy studies, curriculum studies, socio-scientific issues, technology, sustainability, food studies, social justice, poverty, and consumer behaviour. A wide range of science, technology and environmental educators from Australia, Brazil, Canada, Netherlands and the United States have combined their perspectives to produce this exciting, innovative, timely and important book. It should be essential reading for all teachers, teacher educators and curriculum developers keen to address key issues raised by a commitment to assist students in refining their understanding of what constitutes socially, culturally, ethically and politically responsible consumer practices and supporting them in formulating and engaging in effective individual and collective action. Derek Hodson, Emeritus Professor of Science Education, Ontario Institute for Studies in Education (OISE), University of Toronto, Professor of Science Education at The University of Auckland (New Zealand), and Founding Editor of the Canadian Journal of Science, Mathematics and Technology Education (CJSMTE). The authors in the book deconstruct and analyse intricate economic, sociopolitical and affective networks that are behind the cycles of production, distribution and consumption of objects that are present in youngsters' daily lives and their attitudes towards them. Apart from breaking new ground by proposing and discussing socioculturally informed research about the topic, the book connects with pedagogical

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

approaches that value critical perspectives on the nature of the relationship between science, technology, society and environment. It is a must-read for both researchers and practitioners interested in issues related to sustainability and citizenship education. Isabel Martins, Professor of Science Education, Universidade Federal do Rio de Janeiro/ Federal University of Rio de Janeiro (UFRJ).

Describes the world's leading approach to art and design taught at Rhode Island School of Design At Rhode Island School of Design students are immersed in a culture where making questions, ideas, and objects, using and inventing materials, and activating experience all serve to define a form of critical thinking—albeit with one's hands—i.e. "critical making." The Art of Critical Making, by RISD faculty and staff, describes fundamental aspects of RISD's approach to "critical making" and how this can lead to innovation. The process of making taught at RISD is deeply introspective, passionate, and often provocative. This book illuminates how RISD nurtures the creative process, from brief or prompt to outcome, along with guidance on the critical questions and research that enable making great works of art and design. Explores the conceptual process, idea research, critical questions, and iteration that RISD faculty employ to educate students to generate thoughtful work Authors are from the faculty and staff of the Rhode Island School of Design, which consistently ranks as the number one fine arts and design college in the United States The Art of Critical Making shows you how context, materials, thought processes, and self-evaluation are applied in this educational environment to prepare creative individuals to produce dynamic, memorable, and meaningful works.

"This book provides readers with valuable and authentic research on how technology relates to early childhood growth"--Provided by publisher.

Data science has never had more influence on the world. Large companies are now seeing the benefit of employing data scientists to interpret the vast amounts of data that now exists. However, the field is so new and is evolving so rapidly that the analysis produced can be haphazard at best. The 9 Pitfalls of Data Science shows us real-world examples of what can go wrong. Written to be an entertaining read, this invaluable guide investigates the all too common mistakes of data scientists - who can be plagued by lazy thinking, whims, hunches, and prejudices - and indicates how they have been at the root of many disasters, including the Great Recession. Gary Smith and Jay Cordes emphasise how scientific rigor and critical thinking skills are indispensable in this age of Big Data, as machines often find meaningless patterns that can lead to dangerous false conclusions. The 9 Pitfalls of Data Science is loaded with entertaining tales of both successful and misguided approaches to interpreting data, both grand successes and epic failures. These cautionary tales will not only help data scientists be more effective, but also help the public distinguish between good and bad data science.

From the very beginnings of their existence, human beings have distinguished themselves from other animals by not taking immediate experience for granted. Everything was symbolized according to its meaning and value: a fallen branch from a tree became a lever; a tree trunk floating in the river became a canoe. Homo logos created communities based on cultures: humanity's first megaproject. Further symbolization of the human community and its relation to nature led to the possibility of creating

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

societies and civilizations. Everything changed as these interposed themselves between the group and nature. Homo societas created ways of life able to give meaning, direction, and purpose to many groups by means of very different cultures: humanity's second megaproject. What Das Kapital did for the nineteenth century and La technique did for the twentieth, Willem H. Vanderburg's *Living in the Labyrinth of Technology* seeks to create for the twenty-first century: an attempt at understanding the world in a manner not shackled to overspecialized scientific knowing and technical doing. Western civilization may well be creating humanity's third megaproject, based not on symbolization for making sense of and living in the world, but on highly specialized desymbolized knowing stripped of all peripheral understanding. Vanderburg focuses on two interdependent forces in his narrative, namely, people changing technology and technology changing people. The latter aspect, although rarely considered, turns out to be the more critical one for understanding the spectacular successes and failures of contemporary ways of life. As technology continues to change the social and physical world, the experiences of this world 'grow' people's minds and society's cultures, thereby re-creating human life in the image of technology. *Living in the Labyrinth of Technology* argues that the twenty-first century will be dominated by this pattern unless society intervenes on human (as opposed to technical) terms.

First published in 1992 *Counter Culture* was conceived as part of a 'War of Position' against capitalism. It represents a vibrant alternative view of popular culture through reviews, debate and commentary. This anthology is an introduction to a radical new way of looking at our world. www.altculture.org

Climate change is big business. Much of the money so-called green policies cost us goes straight into the pockets of a bewildering range of special interests. Around the world companies are making billions out of the schemes governments have put in place saying they will curb global warming and protect us from the threat of climate change. There is little evidence that those policies are an efficient way to cut emissions. They simply do not represent good value, and the public are right to be sceptical. In *Let Them Eat Carbon* Matthew Sinclair looks at the myths perpetuated by the burgeoning climate change industry, examines the individual policies and the potentially disastrous targets being put into place by ambitious politicians, and proposes a more realistic alternative.

Culture plays an overarching role that impacts investment, planning, design, development, delivery, and the learning outcomes of online education. This groundbreaking book remedies a dearth of empirical research on how digital cultures and teaching and learning cultures intersect, and offers grounded theory and practical guidance on how to integrate cultural needs and sensibilities with the innovative opportunities offered by online learning. This book provides a unique analysis of culture in online education from a global perspective, and offers:

- * An overview of the influences that culture has on teaching, online learning, and technology
- * Culture-sensitive instructional design strategies and teaching guidelines for online instructors and trainers
- * Facilitation and support strategies for online learners from different cultures
- * An overview on issues of design, development, communication, and support from a cross-cultural perspective
- * An overview of how online education is perceived, planned, implemented, and evaluated differently in various cultural contexts

Written by international experts in the field of online learning, this text constitutes with a comprehensive comparative introduction to the role of culture in online education. It offers essential guidance for practitioners, researchers, instructors, and anyone working with online students from around the world. This text is also appropriate for graduate-level Educational Technology and Comparative and International Learning programs.

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

Today, the online sphere is no longer just an information repository or a place to search for resources. It has become instead a place supporting both intentional and non-intentional learning. Intentional, formal learning, often leads to certification, whereas informal learning is unstructured and takes place as part of daily work-related or leisure activities. Cases on Formal and Informal E-Learning Environments: Opportunities and Practices brings together cases outlining the practical aspect of formal, non-formal, and informal online learning. This book introduces conceptual aspects of these types of learning, knowledge-base, new learning paradigms, policy implications, evaluation and concerns, design, and development of online learning.

"A must-read . . . Takes you inside a child's gut and shows you how to give kids the best immune start early in life." —William Sears, MD, coauthor of *The Baby Book Like the culture-changing Last Child in the Woods*, here is the first parenting book to apply the latest cutting-edge scientific research about the human microbiome to the way we raise our children. In the two hundred years since we discovered that microbes cause infectious diseases, we've battled to keep them at bay. But a recent explosion of scientific knowledge has led to undeniable evidence that early exposure to these organisms is beneficial to a child's well-being. Our modern lifestyle, with its emphasis on hyper-cleanliness, is taking a toll on children's lifelong health. In this engaging and important book, microbiologists Brett Finlay and Marie-Claire Arrieta explain how the trillions of microbes that live in and on our bodies influence childhood development; why an imbalance of those microbes can lead to obesity, diabetes, and asthma, among other chronic conditions; and what parents can do—from conception on—to positively affect their own behaviors and those of their children. They describe how natural childbirth, breastfeeding, and solid foods influence children's microbiota. They also offer practical advice on matters such as whether to sterilize food implements for babies, the use of antibiotics, the safety of vaccines, and why having pets is a good idea. Forward-thinking and revelatory, *Let Them Eat Dirt* is an essential book in helping us to nurture stronger, more resilient, happy, and healthy kids.

Book One in the French Twist Series. Lexi Stuart is at a critical crossroads. She's done with college but still living at home, ready to launch a career but unable to find a job, and solidly stalled between boyfriends. When a lighthearted conversation in French with the manager of her favorite bakery turns into a job offer, Lexi accepts. But the actual glamor is minimal: the pay is less than generous, her co-workers are skeptical, her bank account remains vertically-challenged, and her parents are perpetually disappointed. Her only comfort comes from the flirtatious baker she has her eye-but even may not be who he seems to be! So when a handsome young executive dashes into the bakery to pick up his high profile company's special order for an important meeting—an order Lexi has flubbed—she loses her compulsion to please. Something inside Lexi clicks. *Laissez la revolution commencer!* Let the revolution begin! Instead of trying to fulfill everyone else's expectations for her life, Lexi embarks on an adventure in trusting herself and God with her future—tres bon! This book is written from a lightly Christian worldview. Audible edition narrated by Sophie Amoss."

This primer for teachers (prospective and practicing) asks readers to question the historical present and their relation to it, and in so doing, to construct their own understandings of what it means to teach, to study, to become "educated" in the present moment. Curriculum theory is the scholarly effort – inspired by theory in the humanities, arts and interpretive social sciences – to understand the curriculum, defined here as "complicated conversation." Rather than the formulation of objectives to be evaluated by (especially standardized) tests, curriculum is communication informed by academic knowledge, and it is characterized by educational experience. Pinar recasts school reform as school deform in which educational institutions devolve into cram schools preparing for standardized exams, and traces the history of this catastrophe starting in 1950s. Changes in the Second Edition: Introduces Pinar's formulation of allegories-of-the-present — a concept in

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

which subjectivity, history, and society become articulated through the teacher's participation in the complicated conversation that is the curriculum; features a new chapter on Weimar Germany (as an allegory of the present); includes new chapters on the future, and on the promises and risks of technology.

The United Nations estimates that more than 2 billion people in over 40 countries are negatively affected by water shortages. Increasing demand for water has been identified as one of four major factors that will threaten human and ecological health over the next generation. As public health, development, economy and nature suffer, ensuring access to clean water is rising towards the top of government agendas. Water resources management is the aggregate of policies and activities used to provide clean water to meet human needs across sectors and jurisdictions and to sustain the water-related ecological systems upon which we depend. Knowledge that is crucial for water management is distributed across governments, non-governmental organizations and the water users themselves. In most circumstances, water management aims to address the interests of and integrate usage across hydrologically meaningful units, such as watersheds. Some management aspects, however, such as transboundary flows across multiple basins and inter-basin water transfers via channels or virtual water, may necessitate a broader geographical scope. Public participation aims actively to increase attention to and inclusion of the interests of those who are usually marginalized, e.g. politically disenfranchised minorities or poor people indirectly affected by water management. In this book, the authors identify successful mechanisms, approaches and practices for promoting public involvement in water resources management, including both conventional approaches and those based on information technology.

Humanism is considered by many to be the foundation for the values and practices of counseling. This book explores and presents current counseling issues from a humanistic perspective, providing a valuable resource for counselors and therapists seeking effective approaches, founded on humanistic principles, to use in their practice. Each chapter describes the significance of a specific counseling issue, reviews the humanistic literature on this issue, discusses the theoretical model provided by a humanistic perspective, and concludes with applications and implications for practitioners. Situations considered include, among others, marital/couples counseling, multicultural counseling, and healing trauma, all of which have been shown to benefit from the use of humanistic approaches. Applications in educational settings, such as addressing school violence, working with at-risk youth, and counseling in college and university settings, are also discussed. The book concludes with a section on uses of humanistic approaches in counselor education and training. After reading this book, practitioners will be inspired to advocate for counseling's holistic and empowering approach to helping all individuals across the lifespan.

This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice, making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations, and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research. Exemplifies the struggles of scholars to work toward a more shared agenda for social change. In an effort to rethink the left, this interdisciplinary collection weaves together some of today's most powerful voices in contemporary left critical thought as they

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

examine the fragmentation of American movements for social change, evaluate what critical scholarship might contribute to the task of renewing (or creating) a more unified and efficacious left, and explore the left's possibly inadequate dealings with many marginalized groups. Representing a diverse range of theoretical perspectives within several "textual" disciplines, the essays assess historical, practical, or speculative models for a "whole left"—a left constituted by a broad range of complexly interwoven interests, including issues of class, environment, gender, sexuality, disability, race, and ethnicity. The book exemplifies the struggles of scholars to work toward a more shared agenda for social change. At Northern Arizona University, Laura Gray-Rosendale and Steven Rosendale are Associate Professors of English. Gray-Rosendale is the coeditor (with Gil Harootunian) of *Fractured Feminisms: Rhetoric, Context, and Contestation* and the coeditor (with Sibylle Gruber) of *Alternative Rhetorics: Challenges to the Rhetorical Tradition*, both also published by SUNY Press. Rosendale is the editor of *The Greening of Literary Scholarship: Literature, Theory, and the Environment*.

The SAGE Guide to Curriculum in Education integrates, summarizes, and explains, in highly accessible form, foundational knowledge and information about the field of curriculum with brief, simply written overviews for people outside of or new to the field of education. This Guide supports study, research, and instruction, with content that permits quick access to basic information, accompanied by references to more in-depth presentations in other published sources. This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia. It addresses the ties between and controversies over public debate, policy making, university scholarship, and school practice. While tracing complex traditions, trajectories, and evolutions of curriculum scholarship, the Guide illuminates how curriculum ideas, issues, perspectives, and possibilities can be translated into public debate, school practice, policy making, and life of the general public focusing on the aims of education for a better human condition. 55 topical chapters are organized into four parts: Subject Matter as Curriculum, Teachers as Curriculum, Students as Curriculum, and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J. Schwab: subject matter, teachers, learners, and milieu. The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision-making processes that involve local and state school boards and government agencies, educational institutions, and curriculum stakeholders at all levels that address the central curriculum questions: What is worthwhile? What is worth knowing, needing, experiencing, doing, being, becoming, overcoming, sharing, contributing, wondering, and imagining? The Guide benefits undergraduate and graduate students, curriculum professors, teachers, teacher educators, parents, educational leaders, policy makers, media writers, public intellectuals, and other educational workers. Key Features: Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic; what are the pressing issues and contemporary concerns about the topic; what historical, social, political, economic, geographical, cultural, linguistic, ecological, etc. contexts surrounding the topic area; how the topic, relevant practical and policy ramifications, and contextual embodiment can be understood by theoretical perspectives; and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice, policy, context, and theory. Further readings and resources are

Online Library Let Them Eat Data How Computers Affect Education Cultural Diversity And The Prospects Of Ecological Sustainability

provided for readers to explore topics in more details.

This book champions the cultural and environmental commons as sites of resistance to the current trend of economic globalization, and explains the nature of educational reforms that promote ecological sustainability, conserving of cultural and linguistic diversity, local democracy, and greater community self-sufficiency.

Digital technologies have transformed cultural perceptions of learning and what it means to be literate, expanding the importance of experience alongside interpretation and reflection. Learning the Virtual Life offers ways to consider the local and global effects of digital media on educational environments, as well as the cultural transformations of how we now define learning and literacy. While some have welcomed the educational challenges of digital culture and emphasized its possibilities for individual emancipation and social transformation in the new information age, others accuse digital culture of absorbing its recipients in an all-pervasive virtual world. Unlike most accounts of the educational and cultural consequences of digital culture, Learning the Virtual Life presents a neutral, advanced introduction to the key issues involved with the integration of digital culture and education. This edited collection presents international perspectives on a wide range of issues, and each chapter combines upper-level theory with "real-world" practice, making this essential reading for all those interested in digital media and education.

This book discusses the role of ESD stakeholders at university level, involving civil society and the private sector and public sectors (including local, national and intergovernmental bodies). In particular, it describes practical experiences, partnerships, networks, and training schemes for increasing the capacity of ESD and other initiatives aimed at promoting education for sustainable development taking place at institutions of higher education. In order to meet the pressing need for publications that may promote stakeholders' involvement in ESD in higher education, the book particularly focuses on state-of-the-art approaches, methods, initiatives and projects from around the world, illustrating the contribution of different stakeholder groups to sustainable development in higher education on an international scale.

"This book provides research on the pedagogical challenges faced in recent years to improve the understanding of social media in the educational systems"--Provided by publisher.

Over 60 practical recipes on data exploration and analysis About This Book Clean dirty data, extract accurate information, and explore the relationships between variables Forecast the output of an electric plant and the water flow of American rivers using pandas, NumPy, Statsmodels, and scikit-learn Find and extract the most important features from your dataset using the most efficient Python libraries Who This Book Is For If you are a beginner or intermediate-level professional who is looking to solve your day-to-day, analytical problems with Python, this book is for you. Even with no prior programming and data analytics experience, you will be able to finish each recipe and learn while doing so. What You Will Learn Read, clean, transform, and store your data usng Pandas and OpenRefine Understand your data and explore the relationships between variables using Pandas and D3.js Explore a variety of techniques to classify and cluster outbound marketing campaign calls data of a bank using Pandas, mlpy, NumPy, and Statsmodels Reduce the dimensionality of your dataset and extract the most important features with pandas, NumPy,

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and mlp Predict the output of a power plant with regression models and forecast water flow of American rivers with time series methods using pandas, NumPy, Statsmodels, and scikit-learn Explore social interactions and identify fraudulent activities with graph theory concepts using NetworkX and Gephi Scrape Internet web pages using urllib and BeautifulSoup and get to know natural language processing techniques to classify movies ratings using NLTK Study simulation techniques in an example of a gas station with agent-based modeling In Detail Data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, condense and recap, and evaluate data. Its importance has been most visible in the sector of information and communication technologies. It is an employee asset in almost all economy sectors. This book provides a rich set of independent recipes that dive into the world of data analytics and modeling using a variety of approaches, tools, and algorithms. You will learn the basics of data handling and modeling, and will build your skills gradually toward more advanced topics such as simulations, raw text processing, social interactions analysis, and more. First, you will learn some easy-to-follow practical techniques on how to read, write, clean, reformat, explore, and understand your data—arguably the most time-consuming (and the most important) tasks for any data scientist. In the second section, different independent recipes delve into intermediate topics such as classification, clustering, predicting, and more. With the help of these easy-to-follow recipes, you will also learn techniques that can easily be expanded to solve other real-life problems such as building recommendation engines or predictive models. In the third section, you will explore more advanced topics: from the field of graph theory through natural language processing, discrete choice modeling to simulations. You will also get to expand your knowledge on identifying fraud origin with the help of a graph, scrape Internet websites, and classify movies based on their reviews. By the end of this book, you will be able to efficiently use the vast array of tools that the Python environment has to offer. Style and approach This hands-on recipe guide is divided into three sections that tackle and overcome real-world data modeling problems faced by data analysts/scientist in their everyday work. Each independent recipe is written in an easy-to-follow and step-by-step fashion.

"Polished, clear, insightful, and meaningful.... This volume amounts to nothing less than a complete rethinking of what progressive education can be at its best and how education can be reconceptualized as one of the central practices of a genuinely democratic and sustainable society.... It is the kind of book that has the potential to be transformative." Stephen Preskill, University of New Mexico "The editors and contributors are pioneers in the field of educational theory, policy, and philosophy.... They are opening new areas of inquiry and educational reform in ways that promise to make this book in very short time into a classic.... The practical applications and experiments included reveal the richness of grassroots initiatives already underway to bring educational theory and policy down to earth. While spanning the richest and deepest intellectual ideas and concepts, the stories told are the types that practitioners and teachers will be able to relate to in their daily undertakings." Madhu Suri Prakash, The Pennsylvania State University This volume – a landmark contribution to the burgeoning theory and practice of place-based education – enriches the field in three ways: First, it frames place-based pedagogy not just as an alternative teaching methodology or novel approach to environmental education but as part of a broader social movement known as the "Anew localism", which aims toward reclaiming

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the significance of the local in the global age. Second, it links the development of ecological awareness and stewardship to concerns about equity and cultural diversity. Third, it presents examples of place-based education in action. The relationship between the new localism and place-based education is clarified and the process of making connections between learners and their wider communities is demonstrated. The book is organized around three themes: Reclaiming Broader Meanings of Education; Models for Place-Based Learning; and Global Visions of the Local in Higher Education This is a powerfully relevant volume for researchers, teacher educators, and students across the fields of curriculum theory, educational foundations, critical pedagogy, multicultural education, and environmental education.

Ground-breaking work on the dangers of anti-depressants and why the FDA continues to approve them. Lots of anecdotes, well-written, author will be on tour in the U.S. Good media lining up, very controversial author.

The often-confrontational debate over the development of agricultural and pharmaceutical products made with the help of genetic modification has drastically limited the exploitation of this still new technology. This book focuses on the risk and rewards of genetic modification, the differing paths the dialogue on GM has followed in Europe and the developing world in contrast to the United States, how the debate impacts the commercial realities of companies developing new products, and what strategies might foster more constructive discussion over the costs and benefits of genetic manipulation to bring about more rational and internationally coordinated public policy.

Drawing on themes from John MacKenzie's *Empires of Nature and the Nature of Empires* (1997), this book explores, from Indigenous or Indigenous-influenced perspectives, the power of nature and the attempts by empires (United States, Canada, and Britain) to control it. It also examines contemporary threats to First Nations communities from ongoing political, environmental, and social issues, and the efforts to confront and eliminate these threats to peoples and the environment. It becomes apparent that empire, despite its manifestations of power, cannot control or discipline humans and nature. Essays suggest new ways of looking at the Great Lakes watershed and the peoples and empires contained within it.

Let Them Eat Data How Computers Affect Education, Cultural Diversity, and the Prospects of Ecological Sustainability University of Georgia Press

In this book I try to give a coherent and consistent overview of what an ecological approach to language learning might look like. This is not a fully fledged grand theory that aims to provide an explanation of everything, but an attempt to provide a rationale for taking an ecological world view and applying it to language education, which I regard as one of the most important of all human activities. Goethe once said that everything has been thought of before, but that the difficulty is to think of it again. The same certainly is true of the present effort. If it has any innovative ideas to offer, these lie in a novel combination of thoughts and ideas that have been around for a long, long time. The reader will encounter influences that range from Spinoza to Bakhtin and from Vygotsky to Halliday. The scope of the work is intentionally broad, covering all major themes that are part of the language learning process and the language teaching profession. These themes include language, perception and action, self, learning, critical

