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FAEL9M - EZRA WOODARD

Since its publication twenty years ago, Brian Massumi's pioneering *Parables for the Virtual* has become an essential text for interdisciplinary scholars across the humanities. Massumi views the body and media such as television, film, and the internet as cultural formations that operate on multiple registers of sensation. Renewing and assessing William James's radical empiricism and Henri Bergson's philosophy of perception through the filter of the postwar French philosophy of Deleuze, Guattari, and Foucault, Massumi links a cultural logic of variation to questions of movement, affect, and sensation. Replacing the traditional opposition of literal and figural with distinctions between stasis and motion and between actual and virtual, Massumi tackles related theoretical issues by applying them to cultural mediums as diverse as architecture, body art, the digital art of Stelarc, and Ronald Reagan's acting career. The result is an intriguing combination of cultural theory, science, and philosophy that asserts itself in a crystalline and multifaceted argument. This twentieth anniversary edition includes a new preface in which Massumi situates the book in relation to developments since its publication and outlines the evolution of its main concepts. It also includes two short texts, "Keywords for Affect" and "Missed Conceptions about Affect," in which Massumi explicates his approach to affect in ways that emphasize the book's political and philosophical stakes.

"A Magician Among the Spirits" by Harry Houdini. Published by Good Press. Good Press publishes a wide range of titles that encompasses every genre. From well-known classics & literary fiction and non-fiction to forgotten—or yet undiscovered gems—of world literature, we issue the books that need to be read. Each Good Press edition has been meticulously edited and formatted to boost readability for all e-readers and devices. Our goal is to produce eBooks that are user-friendly and accessible to everyone in a high-quality digital format.

A unique contribution to housing theory and practice that presents alternative ideas for what has become one of the most pressing of contemporary problems.

Discusses the Allied invasion of Normandy, with extensive details about the planning stage, called Operation Overlord, as well as the fighting on Utah and Omaha Beaches.

Preparing for High Impact Change: Experiential Learning and Practice provides an overview of change processes for teaching, facilitating, and coping with change. Tested high-impact exercises in the book will prepare change leaders at all organizational levels to deal with the myriad of challenges inherent in the process of organizational change. This book is a resource for consultants, educators, students and practitioners in corporate training and devel-

opment roles.

One Health addresses health challenges arising from the intertwined spheres of humans, animals and ecosystems. This handbook is the product of an interdisciplinary effort to provide science-based guidance for the evaluation of One Health and other integrated approaches to health. It guides the reader through a systems approach and framework to evaluate such approaches in a standardised way. It provides an overview of concepts and metrics from health and life sciences, social sciences, economics, and ecology that are relevant for the evaluation of the processes involved, as well as the characterisation of expected and unexpected outcomes of One Health initiatives. Finally, the handbook provides guidance and practical protocols to help plan and implement evaluations in order to generate new insights and provide meaningful information about the value of One Health. The handbook is intended for practitioners, researchers, evaluators as well as funders of integrated approaches to health and beyond.

Shows how to maximize learning potential through an improved understanding and appreciation of the learning process. ICE represents the three stages of learning: Ideas; Connections; and Extensions.

Today, maybe more than any point in our history, facilitation—the philosophy, the skill, the process and the profession—is critical to our continued evolution as individuals, as groups, as organizations and as societies. To survive and thrive, we need to harness the power of facilitation to help us hold the authentic and intentional conversations that will help us understand ourselves, each other and the world around us. Thinking together is the only way we will be able to grow through the chaos and disruption and end up in a better place. 2020 has been an extraordinary year! A global pandemic, economic upheaval, leadership changes and system level changes that rival those not seen since the First and Second World Wars. But whether we think back on this as a time of growth, chaos or disruption, it is what we do next that will define the outcomes. Our collective purpose of writing this book was to inspire you, the reader, to discover and unleash the power of facilitation in yourself and in others. All solutions start with a conversation. This book is intended to help you begin your own very interesting conversations and our hope is that this book will act as the catalyst to help you do that. We also hope that you will be inspired to weave facilitation and facilitative principles throughout your life, your interactions, your thinking, your decision-making and your actions. But most of all we hope that you will take the ideas, examples and concepts described in the following chapters and apply them in your groups, organizations and communities.

#1 New York Times Bestseller Legendary venture capitalist John Doerr reveals how the goal-setting system of Objectives and Key

Results (OKRs) has helped tech giants from Intel to Google achieve explosive growth—and how it can help any organization thrive. In the fall of 1999, John Doerr met with the founders of a start-up whom he'd just given \$12.5 million, the biggest investment of his career. Larry Page and Sergey Brin had amazing technology, entrepreneurial energy, and sky-high ambitions, but no real business plan. For Google to change the world (or even to survive), Page and Brin had to learn how to make tough choices on priorities while keeping their team on track. They'd have to know when to pull the plug on losing propositions, to fail fast. And they needed timely, relevant data to track their progress—to measure what mattered. Doerr taught them about a proven approach to operating excellence: Objectives and Key Results. He had first discovered OKRs in the 1970s as an engineer at Intel, where the legendary Andy Grove ("the greatest manager of his or any era") drove the best-run company Doerr had ever seen. Later, as a venture capitalist, Doerr shared Grove's brainchild with more than fifty companies. Wherever the process was faithfully practiced, it worked. In this goal-setting system, objectives define what we seek to achieve; key results are how those top-priority goals will be attained with specific, measurable actions within a set time frame. Everyone's goals, from entry level to CEO, are transparent to the entire organization. The benefits are profound. OKRs surface an organization's most important work. They focus effort and foster coordination. They keep employees on track. They link objectives across silos to unify and strengthen the entire company. Along the way, OKRs enhance workplace satisfaction and boost retention. In *Measure What Matters*, Doerr shares a broad range of first-person, behind-the-scenes case studies, with narrators including Bono and Bill Gates, to demonstrate the focus, agility, and explosive growth that OKRs have spurred at so many great organizations. This book will help a new generation of leaders capture the same magic.

Learn to find software bugs faster and discover how other developers have solved similar problems. For intermediate to advanced iOS/macOS developers already familiar with either Swift or Objective-C who want to take their debugging skills to the next level, this book includes topics such as: LLDB and its subcommands and options; low-level components used to extract information from a program; LLDB's Python module; and DTrace and how to write D scripts.

This publication is the first report from the OECD's Teaching and Learning International Survey (TALIS). It provides quantitative, policy-relevant information on the teaching and learning environment in schools in 23 countries.

In *The Coach Approach to School Leadership*, Jessica Johnson, Shira Leibowitz, and Kathy Perret address a dilemma faced by many principals: how to function as learning leaders while fulfilling their evaluative and management duties. The answer? Incorporating instructional coaching techniques as an integral part of serious school improvement. The authors explain how principals can Master the skill of "switching hats" between the nonjudgmental coach role and the evaluative supervisor role. Expand their classroom visits and combine coaching with evaluation requirements. Nurture relationships with teachers and build a positive school culture. Provide high-quality feedback to support the development of both teachers and students. Empower teachers to lead their own professional learning and work together as a team. Drawing from the authors' work with schools as well as their conversations with educators across the globe, this thought-provoking book speaks to the unique needs of principals as instructional leaders, providing solutions to challenges in every aspect of this complex endeavor. The role of the principal is changing at a rapid pace. Let this resource guide you in improving your own practice while helping teachers master the high-quality instruction that leads to

student success.

Performance-based assessments allow classroom teachers an alternative to traditional multiple-choice tests. We often use fill-in-the-bubble assessments in education to determine the readiness of students. However, in the 21st-century workplace, these types of tests fail to truly prepare students. How many times in the real world are we called upon to take a multiple-choice test? In the real world, we are called upon to prove our merit through performance-based assessments, displaying our 21st-century skills. We should be preparing students for this in the classroom. *Performance-Based Assessment for 21st-Century Skills* makes the argument that teachers should use performance-based assessments in the classroom. It guides the educator step by step to show how he or she can create performance-based assessments for students, including what they look like, teaching students how to create them, setting the proper classroom environment, and how to evaluate them.

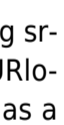
Views from one of the most original cultural critics of the twentieth century, Walter Benjamin

Teach foreign language effectively with *TEACHER'S HANDBOOK: CONTEXTUALIZED LANGUAGE INSTRUCTION!* Designed to prepare you to teach foreign language, this fifth edition handbook incorporates the Standards for Foreign Language Learning in the 21st Century, recently refreshed as World-Readiness Standards for Learning Languages. It provides a practical framework for integrating the Five C's and ACTFL-NCSSFL Can-Do Statements into foreign language teaching, as well as case studies of beginning teachers as they learn to navigate the complexity of being on the other side of the desk. Mastering the material is easy with examples of communication in authentic settings, thoughtful case studies, extensive appendices, and a text-specific website with links to teacher resources and streaming video of standards-based instruction. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This compact, accessibly written text prepares students for their experience of community-based learning. It is designed for students to read and reflect on independently or to foster discussion in class on their motivations and dispositions toward community engagement and service learning. It prepares students to work with diverse individuals, groups, and organizations that may be outside their prior experience. Faculty can use the book as a tool to deepen the educational experience of the course and enrich community engagement. This text is a guide to what's involved in community-engaged learning, from understanding the pervasiveness of social, economic and environmental problems, to learning about how individuals and organizations in communities work to overcome them. Students will discover through a process of reflection how service connects to personal development and the content of their courses, builds their ability to engage with people different from themselves, and develops new life skills, all in the context of working with communities to overcome systemic injustice. Critical questions woven into each chapter prompt students to reflect on ideas and perspectives about social justice, community development, and their role in fostering them. The book concludes with case studies of students who have experienced the transformative power of community-engaged learning. The stories illustrate common themes inherent in the student experience, including listening to understand, challenging stereotypes, learning the nature of their role, and seeing the world through a new lens. A special feature of this book is the embedded QR codes that provide access, as students read the text, to online resources, and original and public videos that explore particular themes or perspectives more deeply. The authors also include

text directed to faculty to provide ideas about framing their community-engaged course and integrating the book.

Our usual representations of the opposition between the "civilized" and the "primitive" derive from willfully ignoring the relationship of distance our social science sets up between the observer and the observed. In fact, the author argues, the relationship between the anthropologist and his object of study is a particular instance of the relationship between knowing and doing, interpreting and using, symbolic mastery and practical mastery—or between logical logic, armed with all the accumulated instruments of objectification, and the universally pre-logical logic of practice. In this, his fullest statement of a theory of practice, Bourdieu both sets out what might be involved in incorporating one's own standpoint into an investigation and develops his understanding of the powers inherent in the second member of many oppositional pairs—that is, he explicates how the practical concerns of daily life condition the transmission and functioning of social or cultural forms. The first part of the book, "Critique of Theoretical Reason," covers more general questions, such as the objectivization of the generic relationship between social scientific observers and their objects of study, the need to overcome the gulf between subjectivism and objectivism, the interplay between structure and practice (a phenomenon Bourdieu describes via his concept of the habitus), the place of the body, the manipulation of time, varieties of symbolic capital, and modes of domination. The second part of the book, "Practical Logics," develops detailed case studies based on Bourdieu's ethnographic fieldwork in Algeria. These examples touch on kinship patterns, the social construction of domestic space, social categories of perception and classification, and ritualized actions and exchanges. This book develops in full detail the theoretical positions sketched in Bourdieu's Outline of a Theory of Practice. It will be especially useful to readers seeking to grasp the subtle concepts central to Bourdieu's theory, to theorists interested in his points of departure from structuralism (especially from Lévi-Strauss), and to critics eager to understand what role his theory gives to human agency. It also reveals Bourdieu to be an anthropological theorist of considerable originality and power.

Co-published with the Council for Undergraduate Research  Undergraduate research has long been recognized as a high-impact practice (HIP), but has unfortunately been offered only to juniors and seniors, and to very few of them (often in summer programs). This book shows how to engage students in authentic research experiences, built into the design of courses in the first two years, thus making the experience available to a much greater number of students. Research that is embedded in a course, especially general education courses, addresses the issue of how to expand undergraduate research to all students. Research has shown that students who have early experiences in undergraduate research are more likely to pursue further research prior to and after graduation. This is also an issue of social justice because it makes the benefits of undergraduate research available to students who must work during the academic year and in the summer. It is widely accepted that the skills developed through undergraduate research help prepare students for their future careers. The book addresses all aspects of the topic, including: - What are appropriate expectations for research in the first two years; - How to design appropriate course-based research for first- and second-year students; - How to mentor a class rather than individual students; - How students can disseminate the results of their research; - Possible citizen-science projects appropriate for the first and second years; - Providing additional resources available to support course-based research in the first two years.

Designed for faculty at four-year and two-year colleges – and including examples from the sciences, the social sciences, and the humanities – the strategies and methods described can be adapted to disciplines not specifically mentioned in the book. Many faculty are hesitant to engage first and second year students in undergraduate research because they worry students don't know enough to conduct authentic research in their discipline, because they worry about the time it will take to develop activities for these students, and because they wonder how they can mentor a whole class of students doing research. The authors have successfully dealt with these issues, and provide examples of how it's done.

The leading authorities in the field produced this comprehensive resource, which provides strategies and methods for fostering Transformative Learning (TL) practice in a wide variety of higher and adult education settings. The book answers relevant questions such as: What are effective practices for promoting TL in the classroom? What is it about TL that is most helpful in informing practice? How does the teaching setting shape the practice of TL? What are the successes, strengths, and outcomes of fostering TL? What are the risks and challenges when practicing TL in the classroom?

Transportation Planning and Public Participation: Theory, Process, and Practice explains why, and then how, transportation professionals can treat public participation as an opportunity to improve their projects and identify problems before they do real damage. Using fundamental principles based on extensive project-based research and insights drawn from multiple disciplines, the book helps readers re-think their expectations regarding the project process. It shows how public perspectives can be productively solicited, gathered, modeled, and integrated into the planning and design process, guides project designers on how to ask the proper questions and identify strategies, and demonstrates the tradeoffs of different techniques. Readers will find an analytic and evaluation framework - along with process design guidelines - that will help improve the usefulness and applicability of public input. Shows how to apply quantifiable metrics to the public participation process Helps readers critically analyze and identify project properties that impact public participation process decisions Provides in-depth examples that demonstrate how feedback, representation, and decision modeling can be integrated to achieve outcomes Demonstrates basic principles using examples from a wide range of types and scales Presents tactics on how to make public meetings more efficient and satisfying by integrating appropriate visualizations

If you want to help people learn from activities, exercises or experiences, this book is for you. This book fills a gap; it is the gap between doing an activity and learning from it. Plenty of books describe activities that are good for icebreaking, for team-building, for project management or for cross-cultural understanding, etc. A few of these books do give advice about reviewing (or debriefing) the activities, and 90% of the times it reads: "Here are some questions you can ask ...". How's that for boring and/or limiting? The result of such advice is that reviews are often dull and they dwell on what went wrong. When reading, they give off a feeling of discomfort. But why is that? Well, one of the reasons is because the same people speak up all the time. And that bores and might even annoy the rest of the participants. Thus, reviewing gets a bad name and people just want the review to finish as quickly as possible so that they can get on with the next activity. This is a rare book for two reasons: It is about reviewing (How many books have you come across on this subject?) It is about reviewing actively. (Which makes it not just rare, but unique.) With the help of this book, you can make reviews at least as engaging

as the activities you are reviewing. No more discomfort. No more unwanted silences. No more superficial reviews. Just engaging and practical ways to help people learn from experience! How does that sound for a change?

Experiential learning is a powerful and proven approach to teaching and learning that is based on one incontrovertible reality: people learn best through experience. Now, in this extensively updated book, David A. Kolb offers a systematic and up-to-date statement of the theory of experiential learning and its modern applications to education, work, and adult development. *Experiential Learning, Second Edition* builds on the intellectual origins of experiential learning as defined by figures such as John Dewey, Kurt Lewin, Jean Piaget, and L.S. Vygotsky, while also reflecting three full decades of research and practice since the classic first edition. Kolb models the underlying structures of the learning process based on the latest insights in psychology, philosophy, and physiology. Building on his comprehensive structural model, he offers an exceptionally useful typology of individual learning styles and corresponding structures of knowledge in different academic disciplines and careers. Kolb also applies experiential learning to higher education and lifelong learning, especially with regard to adult education. This edition reviews recent applications and uses of experiential learning, updates Kolb's framework to address the current organizational and educational landscape, and features current examples of experiential learning both in the field and in the classroom. It will be an indispensable resource for everyone who wants to promote more effective learning: in higher education, training, organizational development, lifelong learning environments, and online.

Gregory Bateson was a philosopher, anthropologist, photographer, naturalist, and poet, as well as the husband and collaborator of Margaret Mead. This classic anthology of his major work includes a new Foreword by his daughter, Mary Katherine Bateson. 5 line drawings.

In *The Coach Approach to School Leadership*, Jessica Johnson, Shira Leibowitz, and Kathy Perret address a dilemma faced by many principals: how to function as learning leaders while fulfilling their evaluative and management duties. The answer? Incorporating instructional coaching techniques as an integral part of serious school improvement. The authors explain how principals can * Master the skill of "switching hats" between the nonjudgmental coach role and the evaluative supervisor role. * Expand their classroom visits and combine coaching with evaluation requirements. * Nurture relationships with teachers and build a positive school culture. * Provide high-quality feedback to support the development of both teachers and students. * Empower teachers to lead their own professional learning and work together as a team. Drawing from the authors' work with schools as well as their conversations with educators across the globe, this thought-provoking book speaks to the unique needs of principals as instructional leaders, providing solutions to challenges in every aspect of this complex endeavor. The role of the principal is changing at a rapid pace. Let this resource guide you in improving your own practice while helping teachers master the high-quality instruction that leads to student success.

In recent years, education systems in more than 50 countries have shown an interest in obtaining information on what their students have learned as a result of their educational experiences. It seems likely that the number of countries interested in this sort of information will increase in the future. This book is intended to provide an introduction to individuals with an interest in assessing the learning outcomes of educational systems. In Chapter 1, "Nature and Uses of Educational Indicators," it considers the role of indicators in this process. A number of approaches to assess-

ing learning outcomes in developed and developing countries are described, and systems of comparative international assessment are reviewed in chapter 2, "National and International Assessments." The question of whether existing information from public examination results can be used to provide information on learning outcomes for an education system is answered in the negative in chapter 3, "National Assessment and Public Examinations." chapter 4, "Components of a National Assessment," reviews the stages of a national assessment, and chapter 5, "Pitfalls of National Assessment: A Case Study," presents a case study of examples of poor practice in the conduct of national assessments. An appendix presents a national assessment checklist. (Contains 4 boxes, 6 tables, and 139 references.) (SLD)

What is science for a child? How do children learn about science and how to do science? Drawing on a vast array of work from neuroscience to classroom observation, *Taking Science to School* provides a comprehensive picture of what we know about teaching and learning science from kindergarten through eighth grade. By looking at a broad range of questions, this book provides a basic foundation for guiding science teaching and supporting students in their learning. *Taking Science to School* answers such questions as: When do children begin to learn about science? Are there critical stages in a child's development of such scientific concepts as mass or animate objects? What role does nonschool learning play in children's knowledge of science? How can science education capitalize on children's natural curiosity? What are the best tasks for books, lectures, and hands-on learning? How can teachers be taught to teach science? The book also provides a detailed examination of how we know what we know about children's learning of science--about the role of research and evidence. This book will be an essential resource for everyone involved in K-8 science education--teachers, principals, boards of education, teacher education providers and accreditors, education researchers, federal education agencies, and state and federal policy makers. It will also be a useful guide for parents and others interested in how children learn.

There are fewer grounds today than in the past to deplore a North-South divide in research and innovation. This is one of the key findings of the UNESCO Science Report: towards 2030. A large number of countries are now incorporating science, technology and innovation in their national development agenda, in order to make their economies less reliant on raw materials and more rooted in knowledge. Most research and development (R&D) is taking place in high-income countries, but innovation of some kind is now occurring across the full spectrum of income levels according to the first survey of manufacturing companies in 65 countries conducted by the UNESCO Institute for Statistics and summarized in this report. For many lower-income countries, sustainable development has become an integral part of their national development plans for the next 10-20 years. Among higher-income countries, a firm commitment to sustainable development is often coupled with the desire to maintain competitiveness in global markets that are increasingly leaning towards 'green' technologies. The quest for clean energy and greater energy efficiency now figures among the research priorities of numerous countries. Written by more than 50 experts who are each covering the country or region from which they hail, the UNESCO Science Report: towards 2030 provides more country-level information than ever before. The trends and developments in science, technology and innovation policy and governance between 2009 and mid-2015 described here provide essential baseline information on the concerns and priorities of countries that could orient the implementation and drive the assessment of the 2030 Agenda for Sustainable Development in the years to come.

Making progress on complex, problematic situations requires a

new approach to working together: transformative facilitation, a structured and creative process for removing the obstacles to fluid forward movement. It is becoming less straightforward for people to move forward together. They face increasing complexity and decreasing control. They need to work with more people from across more divides. In such situations, the most common ways of advancing—some people telling others what to do, or everyone just doing what they think they need to—aren't adequate. One better way is through facilitating. But the most common approaches to facilitating—bossy vertical directing from above or collegial horizontal accompanying from alongside—aren't adequate. They often leave the participants frustrated and yearning for breakthrough. This book describes a new approach: transformative facilitation. It doesn't choose either the bossy vertical or the collegial horizontal approach: it cycles back and forth between them. Rather than forcing or cajoling, the facilitator removes the obstacles that stand in the way of people contributing and connecting equitably. It enables people to bring their whole selves to the process. This book is for anyone who helps people work together to transform their situation, be it a professional facilitator, manager, consultant, coach, chairperson, organizer, mediator, stakeholder, or friend. It offers a broad and bold vision of the contribution that facilitation can make to helping people collaborate to make progress.

To transform society, we first need to transform ourselves. The *Courage to Lead* starts from this premise and delivers a strong, simple message: if you relate authentically to life, to yourself, to the world and to society, you start the process of social change. Grounded in more than fifty years of in-depth research and practical experience in over thirty nations, *The Courage to Lead* uses a large canvas to paint a vivid picture of leadership in its many forms: personal, family, work, organization, community. Activist stories from around the world demonstrate the profound premise and inspires a deep understanding of leadership. This is a book that changes lives. These days, the complexity of life tends to leave us paralyzed. *The Courage to Lead* will help people move out of their paralysis and invite them to join the ranks of those social pioneers who create what is needed for the 21st century. This book speaks to you in a strange language that you do not at first remember but that you will eventually recognize as your mother tongue. David Patterson CEO, Northwater Capital Management
The Courage to Lead provided me with a great deal of guidance and support at a time when I needed to make significant life decisions. It also provided me with a framework and a language to better understand who I am, where I needed to be and where I wanted to go. I recommend this course to anyone who is open to a transformative experience in which one brings many important life questions into focus. Garret Keown Teacher-in-Training, Lakehead University 325 University Health Network (UHN) staff have participated in *The Courage to Lead* study program over the last five years. The fundamental principles in the book align with our

belief that "everyone can lead from where they stand." We think that leadership is not about a formal role or job title but about a philosophy, values and attitude in how one approaches life. This program has helped staff tap into the leader within themselves and, in doing so, has supported our mission to deliver excellent patient-centered care. Irene Wright Senior Development Manager, Human Resources, University Health Network

A landmark in comparative history and a challenge to scholars of all lands who are trying to learn how we arrived at where we are now. -New York Times Book Review

The crowning achievement of Fr Schmemmann's work, reflecting his entire life experience as well as his thoughts on the Divine Liturgy.

The best 'how-to' for encouraging consensus in firms and organizations. Communication within many organizations has been reduced to email, electronic file transfer, and hasty sound bytes at hurried meetings. More and more, people appear to have forgotten the value of wisdom gained by ordinary conversations. *The Art of Focused Conversation* convincingly restores this most human of attributes to prime place within businesses and organizations, and demonstrates what can be accomplished through the medium of focused conversation. Developed, tested, and extensively used by professionals in the field of organizational development, *The Art of Focused Conversation* is an invaluable resource for all those working to improve communications in firms and organizations.

Discusses the differences between "open" and "closed" texts, or texts that actively involve the reader and texts that evoke a limited, predetermined response from the reader. -- Back cover.

The book investigates a particular Government of India policy known as the Integrated Child Development Scheme (ICDS). The ICDS operates amongst the poorer sections of the population in India, for pre-school children in the age range of 0-6 years. Although it states that it is for all children, it does not in practice address the question of disabled children. The research examined why and how such a major social policy in the country has segregated the disabled children from its agenda. The findings indicate the gap between policy stated and policy enacted and focus on the lack of cohesion in the directives for the implementation of inclusion into practice.

Ovid's magnificent panorama of the Greek and Roman myths—presented by a noted poet, scholar, and critic. Prized through the ages for its splendor and its savage, sophisticated wit, *The Metamorphoses* is a masterpiece of Western culture—the first attempt to link all the Greek myths, before and after Homer, in a cohesive whole, to the Roman myths of Ovid's day. Horace Gregory, in this modern translation, turns his own poetic gifts toward a deft reconstruction of Ovid's ancient themes, using contemporary idiom to bring to today's reader all the ageless drama and psychological truths vividly intact.