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NYLAH TYRESE

Global Case Studies of Governance, Policy and Communities Intl Food Policy Res Inst Our changing climate and more extreme weather events have dramatically increased the number and severity of floods across the world. Demonstrating the diversity of global flood risk management (FRM), this volume covers a range of topics including planning and policy, risk governance and communication, forecasting and warning, and economics. Through short case studies, the range of international examples from North America, Europe, Asia and Africa provide analysis of FRM efforts, processes and issues from human, governance and policy implementation perspectives. Written by an international set of authors, this collection of chapters and case studies will allow the reader to see how floods and flood risk management is experienced in different regions of the world. The way in which institutions manage flood risk is discussed, introducing the notions of realities and social constructions when it comes to risk management. The book will be of great interest to students and professionals of flood, coastal, river and natural hazard management, as well as risk analysis and insurance, demonstrating multiple academic frameworks of analysis and their utility and drawbacks when applied to real-life FRM contexts.
Means for Change in Urban Policies John Wiley & Sons
Technology has invaded our working and recreational lives to an extent that few envisaged 20 or 30 years ago. We'd be

fools to avoid the developments in personal, mobile, and wearable technology. Even if we tried we'd still have to deal with other developments and distractions in classroom and learning technology like smart boards, blogs, video, games, students-led learning, virtual learning environments, social media, etc. More than this, however, is how the advances in technology, the economic and physical miniaturisation of computing devices, have impacted education: the students, the teachers, the classrooms, the spaces, the connections, the aspirations, etc. 'The Really Useful #EdTechBook' is about experiences, reflections, hopes, passions, expectations, and professionalism of those working with, in, and for the use of technology in education. Not only is it an insight into how, or why, we work with these technologies, it's about how we as learning professionals got to where we are and how we go forward with our own development. In this book respected individuals from different education sectors write about many aspects of learning technology; from Higher Education (Sue Beckingham, Peter Reed, Dr David Walker, Sheila MacNeil, Terese Bird, Wayne Barry, Inge de Waard, and Sharon Flynn), Further Education (Rachel Challen), to Museums (Zak Mensah), workplace learning (Julian Stodd, Julie Wedgwood, and Lesley Price) and primary schools / early years education (Mike McSharry). With a foreword written by Catherine Cronin, from the National University Ireland, Galway, the breadth and depth of the experiences here are second to none. The knowledge these leading learning practitioners, researchers, and professionals, share, under the same cover, is a unique opportunity for you to read about the variety of approaches to learning technology, the different perspectives on the same technology, and how technology is impacting our culture and learning infrastructure, from early-age classrooms to leading research Universities and from museums and workplace learning providers. It is about our passion for our work and our desire to make our work better through our own learning and development. Contributory authors: Catherine Cronin: Foreword David Hopkins: Introduction Wayne Barry: "…and what do you do?": Can we explain the unexplainable? Zak Mensah: "Why do we do what we do?" Peter Reed: "The structure and roles of Learning Technologists within Higher Education Institutions" Rachel Challen: "Learning Technologists as agents of change? Blending policy and creativity" Julie Wedgwood: "Developing the skills and knowledge of a Learning Technologist" Dr David Walker and Sheila MacNeill: "Learning Technologist as Digital Pedagogue" Lesley Price: "Times they are a changing …or not?" Sue Beckingham: "The Blended Professional: Jack-of-all-Trades and Master of Some?" Julian Stodd: "How gadgets help us learn" Terese Bird: "Students Leading the Way in Mobile Learning Innovation" Inge de Waard: "Tech Dandy, or the Art of Leisure Learning" Sharon Flynn: "Learning Technologists: changing the culture or preaching to the converted?" Mike McSharry: "This is your five-minute warning!"
A Guide for Organization Change Agents OUP Oxford
Curriculum and Learning for Climate Actionoffers researchers, practitioners, donors, and decisionmakers insights into

entry points for education systems change needed to reorient human society's relationship with our planetary systems. Toward an SDG 4. 7 Roadmap for Systems Change Stylus Publishing, LLC. "Clearly lays out the advocacy approach to public policy analysis and applies it to a variety of public policy problems and arenas." - cover. Climate Change and Development Routledge The regulation of issues like abortion, euthanasia, gun control, same-sex unions, pornography, prostitution, drugs, or gambling is commonly referred to a special class of so called morality policies. The distinctive feature of these policies is that politics are shaped by conflicts over first principle: When does life end? When does it begin? Is gambling, drug consumption or prostitution inherently malignant? The regulation of these value conflicts entails decisions about "right" or "wrong" and hence the "validation of a particular set of basic values". Yet there is still a remarkable lack of scholarly attention on morality policies, in particular with regard to general implications for the study of public policy. To stimulate further

research in this area, this book focuses on different concepts and theories of morality policy change in European countries. It is based on a broad and comparative empirical perspective on different morality issues, including, for instance, the regulation of prostitution, abortion, euthanasia, gambling, drugs, as well as gun controls.This book was published as a special issue of the Journal of European Public Policy. Re-visioning Learning and Change Do Sustainability Few decisions by a school district are more controversial than the decision to close a school. School staff, students and their families, and even the local community all bear a substantial burden once the decision is made to close a school. Since 2001, Chicago Public Schools (cps) has closed 44 schools for reasons of poor academic performance or underutilization. Despite the attention that school closings have received in the past few years, very little is known about how displaced students fare after their schools are closed. This report examines the impact that closing schools had on the students who attended these schools. The authors

focus on regular elementary schools that were closed between 2001 and 2006 for underutilization or low performance and ask whether students who were forced to leave these schools and enroll elsewhere experienced any positive or negative effects from this type of school move. They look at a number of student outcomes, including reading and math achievement, special education referrals, retentions, summer school attendance, mobility, and high school performance. They also examine characteristics of the receiving schools and ask whether differences in these schools had any impact on the learning experiences of students who transferred into them. The authors report six major findings: (1) Most students who transferred out of closing schools reenrolled in schools that were academically weak; (2) The largest negative impact of school closings on students' reading and math achievement occurred in the year before the schools were closed; (3) Once students left schools slated for closing, on average the additional effects on their learning were neither negative nor positive; (4) Although the school closing policy had only a small

overall effect on student test scores, it did affect summer school enrollment and subsequent school mobility; (5) When displaced students reached high school, their on-track rates to graduate were no different than the rates of students who attended schools similar to those that closed; and (6) The learning outcomes of displaced students depended on the characteristics of receiving schools. Overall, they found few effects, either positive or negative, of school closings on the achievement of displaced students. Appended are: (1) School Closings and New Openings; and (2) Data, Analytic Methods, and Variables Used. (Contains 5 tables, 12 figures and 53 endnotes.)[For the (What Works Clearinghouse (wwc) Quick Review of this report, see ed510790.].

Routledge

This book is open access under a CC BY 4.0 license. This open access book examines the modern role of the European School system within the European Union, at a time when the global economy demands a new vision for contemporary education. The European schools are currently in a state of crisis: their 60-year-old tradition of bilingual and multilingual education is being strained by rapid EU expansion and the removal of English speaking teachers as a result of Brexit. Their tried and tested model of mathematics and science education has rapidly been overtaken by new developments in pedagogy and assessment research, while recruitment and retention of students and teachers has become increasingly fraught as European member states review what they are, and what they are not, prepared to fund. The authors draw on original and empirical research to assess the European Schools' place in a new Europe where the entire post-war European Project is potentially at risk. This well-researched volume will be of interest to practitioners working in European schools as well as students and scholars of EU politics and international education.

Institutions, Ideas and Learning in Welfare State Change Cambridge University Press This book takes stock of learning theories in the European Union (EU) integration literature and assesses what insights the concept of 'learning' has added to our understanding of the European integration processes. Given the European integration dynamics since 2000 (including enlargement and new governance approaches and instruments), learning and learning-related theories have gained major EU significance. The book addresses the less noticed micro level patterns of behavioural change that deserve more visibility in the EU's theoretical toolbox. It focuses on the conditions under which EU actors in various decision-making processes learn or do not learn. In asking this question it raises issues about the EU's nature. Do the EU conditions that favour learning outweigh the EU conditions that inhibit learning? Is the EU system too complex for learning processes to have a discernible, concrete impact? To assess the degree that the EU system and its member states learn, the authors selected for this volume are all explicitly comparative in their approach, and have been encouraged to look at differences across political systems. In doing so, the authors study how EU member states, EU institutions, and other groups and organisations pursue learning across the multi-level EU policy process. This book was previously published as a special

issue of Journal of European Public Policy. **Letters from the Future** CreateSpace This book offers a comprehensive assessment of the major theoretical approaches to the study of American politics. Written by leading scholars in the field, the book's essays focus particularly on the contributions that competing macro- and microanalytic approaches make to our understanding of political change in America.The essays include systematic overviews of the patterns of constancy and change that characterize American political history as well as comparative discussions of theoretical traditions in the study of American political change. The volume concludes with four provocative essays proposing new and integrated interpretations of American politics.This is a path-breaking book that all scholars concerned with American politics will want to read and that all serious students of American politics will need to study. The Dynamics of American Politics is appropriate for graduate core seminars on American politics, undergraduate capstone courses on American politics, courses on political theory and approaches to political

analysis, and rigorous lower-division courses on American politics.
Morality Policies in Europe MIT Press There is widespread consensus in the international scientific community that climate change is happening and that abrupt and irreversible impacts are already set in motion. What part does education have to play in helping alleviate rampant climate change and in mitigating its worst effects? In this volume, contributors review and reflect upon social learning from and within their fields of educational expertise in response to the concerns over climate change. They address the contributions the field is currently making to help preempt and mitigate the environmental and social impacts of climate change, as well as how it will continue to respond to the ever changing climate situation. With a special foreword by Desmond Tutu, Archbishop Emeritus of Cape Town.
Curriculum Reform in the European Schools Routledge
The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that

will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In

this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

Engage the World Change the World Routledge

We live in a challenging, complex, inter-connected and unpredictable world beset by a range of seemingly insoluble problems. But, says Michael Fullan—an internationally acclaimed authority on organizational change—we have an increasing understanding of how to tackle complex change. This involves developing a new kind of leader: one who recognizes what is needed to bring about deep and lasting changes in living systems at all levels. These leaders need a deep understanding of what motivates us as human beings and how we tap into and influence other people's self-motivation. In his previous best-selling books The Six Secrets of Change, Leading in a Culture of Change, and Turnaround Leadership, Michael Fullan examined the concepts and processes of change. In Change Leader he turns his focus to the core practices of leadership that are so vital for leading in today's complex world. He reveals seven core practices for today's leaders, all of

which appear to be deceptively simple but actually get to the essence of what differentiates a powerful leader from one who is merely competent: Practice Drives Theory Be Resolute Motivate the Masses Collaborate to Compete Learn Confidently Know Your Impact Sustain Simplexity Throughout the book Fullan argues that powerful leaders have built bedrocks of credibility, have learned how to identify the few things that matter most, and know how to leverage their skills in ways that benefit their entire organization. The author shows leaders how to avoid policies and strategies that focus on shallow and short-term goals and develop leadership skills for long-term success. With a wealth of illustrative examples from business, education, nonprofit, and government sectors Change Leader provides a much-needed leadership guide for today's turbulent climate.

Learner-Centered Teaching Springer

An investigation of the role of learning and its impact on policy change, as exemplified in European Union climate policy integration. Although learning is often considered an important factor in effective environmental governance, it is

not clear to what extent learning affects decision making and policy outcomes. In this book, Katharina Rietig examines the role of learning—understood as additional knowledge or experience that is taken into account by policymakers—in earth system governance and policy change. She does this by examining learning in European Union climate policy integration, looking in detail at the examples of the Renewable Energy Directive, its controversial biofuels component, and the greening measures in the Common Agricultural Policy. To examine how learning occurs in the policy process, how to differentiate aspects of learning, and under what conditions learning matters for policy outcomes, Rietig introduces the Learning in Governance Framework, applying it to analyze the EU examples. She finds that policy outcomes are affected through leadership of policy entrepreneurs, who use previously acquired knowledge and past experience to achieve outcomes aligned with their deeper beliefs and policy objectives. She concludes that learning does matter in governance as an intervening variable and can affect policy outcomes in combination with dedicated

leadership by policy entrepreneurs who act as learning brokers. Bargaining dominates the policymaking process among actors who represent the interests of different organizations. Rietig's theoretical framework, empirical studies, and nuanced analysis offer a new perspective on the relevance of learning in earth system governance.

Catastrophe and Systemic Change: Learning from the Grenfell Tower Fire and Other Disasters Routledge

Engage the World Change the World Deep Learning has claimed the attention of educators and policymakers around the world. This book not only defines what deep learning is, but takes up the question of how to mobilize complex, whole-system change and transform learning for all students. Deep Learning is a global partnership that works to: transform the role of teachers to that of activators who design experiences that build global competencies using real-life problem solving; and supports schools, districts, and systems to shift practice and how to measure learning in authentic ways. This comprehensive strategy incorporates practical tools and processes to engage students, educators, and families in new partnerships and drive deep learning. *Application of the Advocacy Coalition Framework (ACF) to Analyse Policy Change and Learning in the Field of Urban Policies in Brussels and Particulary in the Subset of the European Quarter* Routledge

Estimates indicate that as many as 1 in 4 Americans will experience a mental health problem or will misuse alcohol or drugs in their lifetimes. These disorders are among the most highly stigmatized health conditions in the United States, and they remain barriers to full participation in society in areas as basic as education, housing, and employment. Improving the lives of people with mental health and substance abuse disorders has been a priority in the United States for more than 50 years. The Community Mental Health Act of 1963 is considered a major turning point in America's efforts to improve behavioral healthcare. It ushered in an era of optimism and hope and laid the groundwork for the consumer movement and new models of recovery. The consumer movement gave voice to people with mental and substance use disorders and brought their perspectives and experience into national discussions about mental health. However over the same 50-year period, positive change in American public attitudes and beliefs about mental and substance use disorders has lagged behind these advances. Stigma is a complex social phenomenon based on a relationship between an attribute and a stereotype that assigns undesirable labels, qualities, and behaviors to a person with that attribute. Labeled individuals are then socially devalued, which leads to inequality and discrimination. This report contributes to national efforts to understand and change attitudes, beliefs and behaviors that can lead to stigma and discrimination. Changing stigma in a lasting way will require coordinated efforts, which are based on the best possible evidence, supported at the national level with multiyear funding, and planned and implemented by an effective coalition of representative stakeholders. Ending Discrimination Against People with Mental and Substance Use Disorders: The Evidence for Stigma Change explores stigma and discrimination faced by individuals with mental or substance use disorders and recommends effective

strategies for reducing stigma and encouraging people to seek treatment and other supportive services. It offers a set of conclusions and recommendations about successful stigma change strategies and the research needed to inform and evaluate these efforts in the United States. *Exploring an Advocacy Coalition Framework : Written Symposium : Papers* Oxfam

In recent years a set of radical new approaches to public policy has been developing. These approaches, drawing on discursive analysis and participatory deliberative practices, have come to challenge the dominant technocratic, empiricist models in policy analysis. In his major new book Frank Fischer brings together this new work for the first time and critically examines it. In an accessible way he describes the theoretical, methodological, and political requirements and implications of the new "post-empiricist" approach to public policy. The volume includes a discussion of the social construction of policy problems, the role of interpretation and narrative analysis in policy inquiry, the dialectics of policy argumentation, and the uses of

participatory policy analysis. The book will be required reading for anyone studying, researching, or formulating public policy. **Policy change and policy-oriented learning** John Wiley & Sons
If, fundamentally, education is about change and transformation, this is all the more true where teaching and learning about diversity is concerned. Yet teachers rarely know what influence their instruction has had on the lives of their students. Given the social importance of this enterprise, there is a compelling need to evaluate diversity education and student outcomes. This edited volume provides insights into the teaching and learning experiences of diversity educators and their students. College-level teachers from such disciplines as biology, social work, sex education, communication, political science, English literature, and criminology share their general philosophy of teaching and how teaching diversity offers insights and challenges in the classroom. This book uniquely integrates revealing letters from former students within each teacher's chapter. These letters offer observations and reflections upon key lessons learned

or ideas that were challenged in the teacher's classroom and how these lessons are connected to or disconnected from their professional and/or personal lives. We also see how the teachers in turn have modified their practice in the light of their students' feedback. The editors revisit the chapters to find the emergent Best Practices as take-aways for the reader. This book will be useful to college teachers who currently teach courses with a diversity-focused content, and to instructors who plan to incorporate diversity content within an existing course. Directors of teaching and learning centers, coordinators of doctoral programs, and TA centers will also find helpful information and insights about pedagogy, process, and learning outcomes.
Impact Assessment for Development Agencies Consortium on Chicago School Research
Policy Change And LearningAn Advocacy Coalition ApproachWestview Press
Learning to Change Routledge
The Model Rules of Professional Conduct provides an up-to-date resource for information on legal ethics. Federal, state and local courts in all jurisdictions look to

the Rules for guidance in solving lawyer malpractice cases, disciplinary actions, disqualification issues, sanctions questions and much more. In this volume, black-letter Rules of Professional Conduct are followed by numbered Comments that explain each Rule's purpose and provide suggestions for its practical application. The Rules will help you identify proper conduct in a variety of given situations, review those instances where discretionary action is possible, and define the nature of the relationship between you and your clients, colleagues and the courts.

Liberating Learning Westview Press Although the fields of organization theory and social movement theory have long been viewed as belonging to different worlds, recent events have intervened, reminding us that organizations are becoming more movement-like - more volatile and politicized - while movements are more likely to borrow strategies from organizations. Organization theory and social movement theory are two of the most vibrant areas within the social sciences. This collection of original essays and studies both calls for a closer

connection between these fields and demonstrates the value of this interchange. Three introductory, programmatic essays by leading scholars in the two fields are followed by eight empirical studies that directly illustrate the benefits of this type of cross-pollination. The studies variously examine the processes by which movements become organized and the role of movement processes within and among organizations. The topics covered range from globalization and transnational social movement organizations to community recycling programs.