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C. G. Jung: The Basics is an accessible, concise introduction to the life and ideas of C. G. Jung for readers of all backgrounds, from those new to Jung ' s work to those looking for a convenient reference. Ruth Williams eloquently and succinctly introduces the key concepts of Jungian theory and paints his biographical picture with clarity. The book begins with an overview of Jung ' s family life, childhood, and relationship with (and subsequent split from) Sigmund Freud. Williams then progresses thematically through the key concepts in his work, clearly explaining ideas including the unconscious, the structure of the psyche, archetypes, individuation, psychological types and alchemy. C. G. Jung: The Basics also presents Jung ' s theories on dreams and the self, and explains how his ideas developed and how they can be applied to everyday life. The book also discusses some of the negative claims made about Jung, especially his ideas on politics, race, and gender, and includes detailed explanations and examples throughout, including a chronology of Jung ' s life and suggested further reading. C. G. Jung: The Basics will be key reading for students at all levels coming to Jung ' s ideas for the first time and general readers with an interest in his work. For those already familiar with Jungian concepts, it will provide a helpful guide to applying these ideas to the real world.

This is a self-study publication with two CD ROMs for students preparing for the Academic Module of the International English Language Test System (IELTS) which is administered by the British Council, the University of Cambridge Local Examinations Syndicate (UCLES) and by IELTS Australia. The book covers the four sections of the IELTS exam: listening, reading, writing and speaking. Special features of the book are: the reading exercises, the detailed Keys for these exercises, the wide range of exercises to help you prepare for Writing Task 1, and the detailed Key for the Reading Tests. The third edition incorporates additional material to cover changes made to the Speaking module of the IELTS examination. The publication may also be used as a course book, or as a supplement to a course book. Also includes changes to IELTS writing rubrics.

This volume offers a first survey of projects from around the world that seek to implement Creole languages in education. In contrast to previous works, this volume takes a holistic approach. Chapters discuss the sociolinguistic, educational and ideological context of projects, policy developments and project implementation, development and evaluation. It compares different kinds of educational activities focusing on Creoles and discusses a list of procedures that are necessary for successfully developing, evaluating and reforming educational activities that aim to integrate Creole languages in a viable and sustainable manner into formal education. The chapters are written by practitioners and academics involved in educational projects. They serve as a resource for practitioners, academics and persons wishing to devise or adapt educational initiatives. It is suitable for use in upper level undergraduate and post-graduate modules dealing with language and education with a focus on lesser used languages.

Bringing together international authors, this edited collection addresses the need for greater inclusivity within organizational policy and practice, in order to tackle both visible and invisible inequalities amongst employees. Evidence suggests that more positive employment relationships can be brought about by tackling diversity issues, yet there are still ' grey areas ' existing in the current legislative framework. Volume I explores the way that these hidden inequalities can be used to identify an individual as ' other, ' and how this ultimately affects their wellbeing and welfare at work. Analysing social justice and stigma, as well as nuanced issues within the workplace, this book is a thought-provoking read for scholars of HRM, practitioners and policy-makers.

Sports Law has quickly developed into an accepted area of academic study and practice in the legal profession globally. In Europe and North America, Sports Law has been very much a part of the legal landscape for about four decades, while in more recent times, it has blossomed in other geographic regions, including the Commonwealth Caribbean. This book recognizes the rapid evolution of Sports Law and seeks to embrace its relevance to the region. This book offers guidance, instruction and legal perspectives to students, athletes, those responsible for the administration of sport, the adjudication of sports-related disputes and the representation of athletes in the Caribbean. It addresses numerous important themes from a doctrinal, socio-legal and comparative perspective, including sports governance, sports contracts, intellectual property rights and doping in sport, among other thought-provoking issues which touch and concern sport in the Commonwealth Caribbean. As part of the well-established Routledge Commonwealth Caribbean Law Series, this book adds to the Caribbean-centric jurisprudence that has been a welcome development across the region. With this new book, the authors assimilate the applicable case law and legislation into one location in order to facilitate an easier consumption of the legal scholarship in this increasingly important area of law.

In this careful articulation of science, the editors provide an intellectual marriage of Indigenous science and science education in the African context as a way of revising schooling and education. They define science broadly to include both the science of the natural/physical/biological and the ' science of the social ' . It is noted that the current policy direction of African education continues to be a subject of intense intellectual discussion. Science education is very much at the heart of much current debates about reforming African schooling. Among the ways to counter-vision contemporary African education this book points to how we promote Indigenous science education to improve upon African science and technology development in general. The book also notes a long-standing push to re-examine local cultural resource knowings in order to appreciate and understand the nature, content and context of Indigenous knowledge science as a starting foundation for promoting African science and technology studies in general. It is argued that these interests and concerns are not mutually exclusive of each other but as a matter of fact interwoven and interdependent. The breadth of coverage of the collection reflect papers in science, Indigeneity, identity and knowledge production and the possibilities of creating a truly African-centred education. It is argued that such extensive coverage will engage and excite readers on the path of what has been termed ' African educational recovery ' . While the book is careful in avoiding stale debates about the ' Eurocentricity of Western scientific knowledge ' and the positing of ' Eurocentric science ' as the only science worthy of engagement, it nonetheless caution against constructing a binary between Indigenous/local science and knowledges and Western ' scientific ' knowledge. After all, Western scientific knowledge is itself a form of local knowledge, born out of a particular social and historical context. Engaging science in a more global context will bring to the fore critical questions of how we create spaces for the study of Indigenous science knowledge in our schools. How is Indigenous science to be read, understood and theorized? And, how do educators gather/collect and interpret Indigenous science knowledges for the purposes of teaching young learners. These are critical questions for contemporary African education?

The second volume in the SIRCA book series investigates the impact of information society initiatives by extending the boundaries of academic research into the realm of practice. Global in scope, it includes contributions and research projects from Asia, Africa and Latin America. The international scholarly community has taken a variety of approaches to question the impact of information society initiatives on populations in the Global South. This book addresses two aspects— Impact of research: How is the research on ICTs in the Global South playing a role in creating an information society? (e.g. policy formulation, media coverage, implementation in practice) and Research on impact: What is the evidence for the impact of ICTs on society? (i.e. the objectives of socio-economic development). This volume brings together a multiplicity of voices and approaches from social scientific research to produce an engaging volume for a variety of stakeholders including academics, researchers, practitioners, policy-makers and those in the business and civil sectors of society.

Over the last two decades, Chile has been driven by an economic imperative to build the capability of citizens to be competent in the English language, resulting in a high demand for teachers of English. As a consequence, teacher education programs have modified their curricula to meet the challenges of educating teachers of English as a global language. This book explores EFL teacher education in order to further understand the nature of teacher learning in second language education environments, examining the varying motives, actions and mediating tools that shaped how a cohort of pre-service teachers learnt to teach EFL in Chile. Framed by a cultural historical activity theory (CHAT) perspective, chapters use key qualitative research to determine how specific factors can help and hinder the effective preparation of teachers, illuminating contradictory dynamics between local and national policies, teacher education programs, and pre-service views and classroom realities. The book makes an important contribution to the growing debate surrounding the design of EFL teacher education policy, curriculum and learning strategies, emphasising the importance of engaging pre-service teachers in learning to teach EFL, and the interrelated factors that shape this learning. English Language Teacher Education in Chile will be of key interest to academics, researchers and postgraduate students in the fields of teacher education, curriculum studies, and English language teaching (ESL/EFL), as well as policy makers, TESOL organisations, and those interested in applying a CHAT perspective to language teaching and learning.

This book is the first comprehensive account of developments in open and distance non-formal education in developing countries for over more than 20 years. It includes many instructive and inspiring examples of how international agencies such as UNESCO, FAO, WHO, UNICEF, USAID and the Commonwealth of Learning and national providers are using radio, TV, online and mobile learning, telecentres and other means to achieve the Education for All, Millennium Development and Sustainable Development Goals. It describes the educational needs of the world ' s most disadvantaged, vulnerable and least formally educated children, youth and adult populations, including the disabled, refugees and prisoners. It also reports on the successes, outcomes, constraints and shortcomings of using open and distance methods and technology to deliver literacy and numeracy programmes, equivalency, ' second chance ' or alternative schooling, life skills and rural community development programmes and income generation and vocational training outside the framework of the formal education system. It concludes with suggestions for the extension and improvement of such lifelong learning. Designed to encourage further research and development in these capacity-building practices outside the established formal system, this is a must-read for all policy-makers, managers, educators, students and researchers interested in non-formal education for individuals, families and communities in the developing world.

This volume looks at positive psychology from a culturally-responsive, empirically-driven perspective to avoid a descent into pseudoscience. Through evidence-based, regionally relevant topics in the field of well-being, this volume shows how increasing levels of excellence in the GCC region enhance upon business, education, research, and social innovations. Grounded in the empirical research literature, each chapter applies psychological concepts to locally relevant considerations, such as culture, religion, and socio-political contexts, making this book an essential tool for understanding positive psychology and well-being in the GCC nations and beyond.

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