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The first monograph to appear in English on the Last Supper frescoes in Quattrocento Florence, this study examines the effect of gender on the contextualized perceptions of the male and female religious who viewed the Florentine Last Supper images. Using archival, literary and cultural sources, and by examining a wide range of contexts, Diana Hiller argues that the religious viewers' perceptions of the refectory frescoes were gendered. The researchers who have written this volume are clear not only that mass poverty is still the leading humanitarian crisis in developing countries, but that, if effective policies are to be put in place, the national elites who control governments and economies need to be convinced of both the reasons why reducing poverty is in their own and the national interest, and that public action can make a difference. Remarkably, in the rapidly growing literature on poverty, this volume is the first to use survey techniques to explore Third World elites' attitudes to poverty. Five cases - intended to be broadly representative of the diversity of situations in developing countries - were chosen: Brazil, South Africa, the Philippines, Bangladesh and Haiti. While the authors found major differences in how national elites understand and represent poverty, the classic threats that induced elites in late 19th Century Europe to be concerned with reducing poverty - the fear of crime, epidemics, military weakness or political unrest - do not feature prominently in the consciousness of most Third World elites. Nor do most of them believe that there is a viable solution to poverty through public action. The findings in this book throw light on one reason for the relative ineffectiveness of poverty reduction strategies hitherto, and the huge importance of presenting the problem of poverty in ways that fit more closely with the ways in which national elites understand their world. A groundbreaking popular psychology book that explores the deep connection between our body and our brain. Over decades of study, University of Virginia psychologist Dennis Proffitt has shown that we are each living our own personal version of Gulliver's Travels, where the size and shape of the things we see are scaled to the size of our bodies, and our ability to interact with them. Stairs look less steep as dieters lose weight, baseballs grow bigger the better players hit, hills look less daunting if you're standing next to a close friend, and learning happens faster when you can talk with your hands.

Written with journalist Drake Baer, Perception marries academic rigor with mainstream accessibility. The research presented and the personalities profiled will show what it means to not only have, but be, your unique human body. The positive ramifications of viewing ourselves from this embodied perspective include greater athletic, academic, and professional achievement, more nourishing relationships, and greater personal well-being. The better we can understand what our bodies are—what they excel at, what they need, what they must avoid—the better we can live our lives. Although we are all living in the same world, we are simultaneously each living in our own separate universe, where each person observes himself as the center of that universe. Each person has a unique conditioning and belief structure that create his perspective in which he views reality. The world then interfaces with each person to create a reality that conforms to his beliefs. A person's conditioning and beliefs affect his attitudes and emotions, which then magnetize certain energies that resonate to his state of being. In this way each individual is creating a separate reality according to his perceptions of truth. What we perceive as reality is only the surface of a much deeper and greater truth. Beyond the apparent world lies the essence of life and a vast kingdom of hidden knowledge. Our conditioning and beliefs bind us to a certain perspective in which we view our reality. Perceptions of Reality show us how we can break free of the bondage of our conditioning that holds us in a life of mediocrity. When we become free from this bondage, we can change our perspective, which in turn, changes our perceptions. From a higher perspective we can see the larger picture of our lives and the world. We will see the circumstances that have created our present reality, and the relationships of events and experiences that were previously beyond our horizons of perception. From this higher perspective we will perceive the world in a new light. It will change before our eyes and interface with us in a new and more positive way. We will be able to take control of our lives, change our destiny and shape a new future. From this higher state of awareness, we will discover the portal to access the abstract mind, which is the mental function of genius and the doorway to revelation. From the perspective of revelation, we will open the doors into the absolute realms, beyond material time and space, and describes the perceptions of God, the soul, the world, and the paths to higher consciousness. Perceptions of Reality will show us how to access the abstract mind and open the doorways into revelation, creating a new reality, full of abundance, harmony and joy. Recent events in Ukraine and Russia and the subsequent incorporation of Crimea into the Russian state, with the support of some circles of inhabitants of the peninsula, have shown that the desire of people to belong to the Western part of Europe should not automatically be assumed. Discussing different perceptions of the Ukrainian-Russian war in neighbouring countries, this book offers an analysis of the conflicts and issues connected with the shifting of the border regions of Russia and Ukraine to show how 'material' and 'psychological' borders are never completely stable ideas. The contributors - historians, sociologists, anthropologists and political scientists from across Europe - use an interdisciplinary and comparative approach to explore the different national and transnational perceptions of a possible future role for Russia. This book presents a variety of perceptions of and perspectives on infection prevention and control. In doing this, the chapters will reflect upon challenging and controversial new ways of looking at infection prevention and control aimed at generating both discussion and debate as well as practical solutions. With this in mind, the book will aim not only to challenge the existing status quo but also push the frontiers of knowledge, thinking and practice where infection prevention and control is concerned. This is vital when considered in the light of cross infection rates, the number of healthcare providers who are being identified by the Care Quality Commission as falling below acceptable standards of infection prevention and control and the almost compulsive persistent non-adherent behaviours of those involved in the provision of medicine, health, social care and other disciplines related to caring with regards to the undertaking of safe and appropriate standards of infection prevention and control. There is no doubt that this book will be challenging with regards to the readers' perceptions and perspectives of infection prevention and control. Where this topic is concerned however, such a challenging approach is

vital if the health, safety and well being of individuals is to be positively promoted among all those involved in the health and wellbeing of others. The authors in this book ask us to consider whether the perception of beauty has been defined by our genetics and culture over the years - has it grown and changed? Do certain neural connections define our emotional reactions to beauty? Does beauty follow any rules or laws? Can the aspiration toward beauty be detrimental? Can we divorce ourselves from dictates and sink into a mindful connection with our internal beauty? Can we move from the superficial where "beauty is only skin deep" to an intense appreciation of beauty in all of its variations. The Perception of Beauty will lead to a deeper understanding and contemplation of nature, art, and the world around us. People's perceptions of the attitudes and experiences of mass collectives are an increasingly important force in contemporary political life. In *Impersonal Influence*, Mutz goes beyond simply providing examples of how impersonal influence matters in the political process to provide a micro-level understanding of why information about distant and impersonal others often influence people's political attitudes and behaviors. *Impersonal Influence* is worthy of attention both from the standpoint of its impact on contemporary politics, and because of its potential to expand the boundaries of our understanding of social influence processes, and media's relation to them. The book's conclusions do not exonerate media from the effects of inaccurate portrayals of collective experience or opinion, but they suggest that the ways in which people are influenced by these perceptions are in themselves, not so much deleterious to democracy as absolutely necessary to promoting accountability in a large scale society. We witnessed before the turn of the 21st century that Singapore's education undertook a series of curricular innovation and related infrastructure development. The changes included expansion in physical spaces of learning in the classroom, installation of information and communication technologies for multimedia-based learning, large-scale recruitment of graduate teachers, revision of teacher salaries and promotion opportunities, curricular diversity, and research on pedagogies and classroom practices. All children and teachers of the 21st century, regardless of backgrounds, are expected not only to acquire but also to create knowledge. Such changes may to a certain extent stimulate changes in classroom cultures, as well as in children's experiences in learning. This book captures some of these changes. This text analyses the impact of immigration on perceptions of national political systems in Europe and contends that public concern about immigration is undermining trust in national political institutions and elites, as well as satisfaction with the way democracy is working. The book also includes an analysis of the impact of concern about immigration on the British political system, and shows that while concern about immigration appears to have been fairly high since the 1960s, it is only since 1997 that such concern has come to translate into negative perceptions of the British political system. This book focuses on the social psychology of belief systems and how they influence perceptions of reality. These belief systems, from politics to religion to science, shape one's thoughts and views, but also can be the cause of conflict and disagreement over values, particularly when they are enacted in political policies. *In Belief Systems and the Perceptions of Reality*, editors Bastiaan Rutjens and Mark Brandt examine the social psychological effects at the heart of the conflict, by bringing together contributions under five themes: Motivated Reasoning; Inequality; Threat; Scientists Interpreting Science; and People Interpreting Science. This book aims to create a more integrated understanding of reality perception and its connection with belief systems, viewed through the lens of social psychology. *The synthesis of expert contributors as well as the literature around social psychology and belief systems makes this a unique resource for students, researchers and academics in behavioural and social sciences, as well as activists and journalists working in this political field. In this book, experts from both sides of the Atlantic, examine the recent tensions between Western Europe and the United States over such issues as transatlantic security, policies towards terrorism and relations with Russia and the former Soviet Union, against the broader background of perceptions and misperceptions in transatlantic relations. Drawing on Professor Robert Jervis' work, Perceptions and Misperceptions in International Politics, this book examines whether Jervis' thesis has a new relevance given the current challenges in transatlantic relations. Some of the issues examined include: perceptions and misperceptions in general focusing on US foreign policy, issues of decision-making and implementation and issues of alliance management the capacity of the United States and the European Union to cooperate effectively within the broader transatlantic framework studies focusing on the 'alliance security dilemma' and the transatlantic security community case studies of transatlantic relations in the 'war on terror' and*

relations with Russia the present and future of the 'western alliance'. Providing a global and multilateral analysis from American and European perspectives and exploring fields of cooperation and competition, *Perceptions and Policy in Transatlantic Relations* will be of strong interest to students of International Relations, American politics and European politics. *Perceptions of Medieval Manuscripts* takes as its starting point an understanding that a medieval book is a whole object at every point of its long history. As such, medieval books can be studied most profitably in a holistic manner as objects-in-the-world. This means readers might profitably account for all aspects of the manuscript in their observations, from the main texts that dominate the codex to the marginal notes, glosses, names, and interventions made through time. This holistic approach allows us to tell the story of the book's life from the moment of its production to its use, collection, breaking-up, and digitization--all aspects of what can be termed 'dynamic architextuality'. The ten chapters include detailed readings of texts that explain the processes of manuscript manufacture and writing, taking in invisible components of the book that show the joy and delight clearly felt by producers and consumers. Chapters investigate the filling of manuscripts' blank spaces, presenting some texts never examined before, and assessing how books were conceived and understood to function. Manuscripts' heft and solidness can be seen, too, in the depictions of miniature books in medieval illustrations. Early manuscripts thus become archives and witnesses to individual and collective memories, best read as 'relics of existence', as Maurice Merleau-Ponty describes things. As such, it is urgent that practices fragmenting the manuscript through book-breaking or digital display are understood in the context of the book's wholeness. Readers of this study will find chapters on multiple aspects of medieval bookness in the distant past, the present, and in the assurance of the future continuity of this most fascinating of cultural artefacts. *Why Work* explores the contemporary cultural construction of work, beginning with the expression, "A Real Job." This volume examines "work" in the writings of Aristotle, Plato, Confucius, St. Benedict, Adam Smith, Karl Marx, Booker T. Washington, W.E.B. Du Bois, Mother Jones, Emma Goldman, Emile Durkheim, Max Weber, Frederick Winslow Taylor, and Mary Parker Follett to answer the question, "Can the concept of work be divorced from the thinker's past?" A final chapter re-examines the core issue in light of the vary concept of "work" and ask one more time "why work?" This work is a result of an Honors seminar at Purdue University. An examination of how the feminine was viewed in early medieval Ireland, through a careful study of a range of texts. First published in 1998, this volume takes an international approach to women's evolving perspectives on self-employment, with a particular focus on women in India. Author Uschi Kraus-Harper draws on ten years of research and interviews, visits and observations, gathering women's stories from around the world. This book deeply explores women's situations, empowerment, changing perceptions of enterprise, the effects of poverty and gender and what success really means. It is about poor women and their relation to self-employment. It is also about why change has come to some women and not to others. After the accident, I became a strict believer in the Almighty, believing the accident happened for a reason to change the sights I had for a useful life instead of being an architect that I went to school for and now forgotten. I would now have to look into some new direction. I had some writing experience to look at. I was going to Bible study groups once or twice a week, reading and working on what we read about, with some writing to sum up what was taught. In this writing, I started recreational work as to poetry. Some of this work was of thought "given," religious poems that had good themes. The time and place, I don't know what it means. There, a thought given is usually written, Reasoning for life is usually explained; thought for actions is then remained. As one to another time is a fence, actions portrayed some of defense, The mind was one that was given, the thought within is retained from living. A purpose has reason for a maker to see, sometimes your action is reason to be. Other times a purpose is that not in sight, making the choice not being right. Then again, age is a factor for how you choose, more in sight to win or to lose. Reasoning is many times unexplained, but a good thought was unrefrained. A thought in practice becomes a choice made; a mistake made is one to invade. Life is like a gamble then you die. Don't rock any cradle; don't make 'em cry. Live trying to give back to life; don't let it show. Love the beast; don't let it know. Have peace "for life" killing is banned. See the other side; I hear it's grand! Death is the last step we take; I hope you make it for both of our sakes. All of his instructions were given; your part is in the living. Amen. Earth is our onetime school; to learn God's love, obey his rule. All for our gain to love and learn, graduate in death prepared for our turn! Exclaimed

with the happiness to see and rejoice, spirit lives have a voice. Heard for eternity, his promise fulfilled, that with action thought prewilled. You lived for a reason instead of gain in pleasing "yourself." The End of Book 1 Seeing The Real Nation Book 2 is further in-depth, More of a mind being prepped, For the soul to be swept Up, for God knows you cared. The objectives of this project were (1) to measure consumer satisfaction with tap water quality, (2) to investigate demographic trends in consumer satisfaction and consumption of tap water alternatives, (3) to identify the factors that cause consumers to purchase and use bottled water and POU/POEs, and (4) to develop a list of recommendations for water utilities that can improve consumer satisfaction and help bridge gaps between perception and reality. The following are highlights from the research project: Consumption rate of tap water alternatives is highly dependent on geographic location (20% usage rate in the Midwest vs. 80% on the West Coast). Tap water drinkers are more satisfied (20% on average) than tap water alternative drinkers concerning various aspects of tap water (e.g., overall quality, taste, appearance, smell, safety, healthiness). Tap water quality had limited influence on consumer satisfaction. The highest level of correlation (between satisfaction and water quality) was found to have an R² - value of 34%-64% for hardness and total dissolved solids. Safety was the primary motivator for filtered water drinkers. Bottled water drinkers were divided between taste, safety, and healthiness. This is a personal, searching and positive book. It is rooted in five perceptions of Christianity from people of different faiths and responses from five Christians. Richard Tetlow sees mutual, loving relationships as priority for human well-being in our British multifaith society. He shows how Christians can listen to and learn from others about themselves for common benefit. He analyses perceptions themselves, including perceptions of God, their whys and wherefores. He challenges traditional Christian theology, structures and worship. Throughout, he asks questions in search of meaning, sincere faith and honest personal experience, both religious and non-religious and seeks recognition of the unity and diversity of all Life. Finally, he suggests ways forward. This history of the changing perceptions of, and attitudes towards Europe in nineteenth-century Bengal among the Bengali intelligentsia examines in detail the ideas of three key men during a time of social, cultural, and intellectual confrontation between the East and the West: Bhudev Mukhopadhyay, Bankim Chandra Chattopadhyay, and Swami Vivekananda. It explores their attempts to grapple with the intellectual dilemma of their times as represented by the East-West encounter. The three men possessed considerable scholarship and erudition, and came from the same social milieu of upper-class urban Bengal, yet each had very different perceptions of the West. The nineteenth-century Bengali experience under colonialism was part of a global phenomenon inasmuch as the province, like many other areas of Asia, was subject to European imperialism. Bengal was thus "perhaps the earliest manifestation of the revolution in the mental world of Asia's elite groups." Nearer home, it represented the general experience of the Indian subcontinent as a whole, but at "its most complex and well informed level". These changing perceptions and attitudes mediated all new initiatives in the society and polity of Asian peoples in modern times. The changes, in their turn, were crucially influenced by perceptions of Europe. The author explores the ideas regarding Europe as presented in the writings of these three very influential writers, who represented as well as shaped widely held opinions. The book touches on orientalism, hermeneutics, cultural contact between Europe and Asia, European expansion, the nineteenth-century 'Renaissance' in India, and the colonial middle classes in Asia. It is a significant addition to the meagre literature available on Indian perceptions of the West. In his new introduction to this new edition the author links the book to the wider themes in his current research; he also explains points in his argument which, he feels, have been misunderstood. Appended to this edition is a memorial lecture by the author in honour of his teacher, Susobhan Sarkar, which reassesses the concept of the 'Bengal Renaissance.' This collection of essays explores the uneasy, and at times uncomfortable, relationship between English identity and the discipline of English Studies viewed from a broad, critical-creative perspective. The volume draws together literary and cross-cultural studies material in order to shed light on internal visions and external projections of Englishness, the interplay between Englishness and foreignness, and the degree in which they inform each other in the age of globality. Unlike conventional approaches, it sets the scene for a productive and inspiring dialogue between inside and outside perspectives of the subject, between homegrown and continental European perceptions of it and its pedagogy. This book's two primary objectives are to present theory and research on the role of learners' achievement-related perceptions in

educational contexts and to discuss the implications of this research for educational practices. Although contributors share the view that students' perceptions exert important effects in achievement settings, they differ in diverse ways including their theoretical orientation, their choice of research methodology, the perceptions they believe are of primary importance, and the antecedents and consequences of these perceptions. They discuss the current status of their ideas and provide a forward look at research and practice. In this book, Bronwyn T. Williams explores how perceptions of agency—whether a person perceives and feels able to read and write successfully in a given context—are critical in terms of how people perform their literate identities. Drawing on interviews and observations with students in several countries, he examines the intersections of the social and the personal in relation to how and, crucially, why people engage successfully or struggle painfully in literacy practices and what factors and forces they regard as enabling or constraining their actions. Recognizing such moments and patterns can help teachers and researchers rethink their approaches to teaching to facilitate students' sense of agency as writers and readers. Three parallel pilgrimages, the physical, the spiritual, and the immobile join in the book. The compelling autobiographical adventure tells about the engaging perceptions of a scientist, coming from the non-Catholic world, Finland, and facing the compelling calls and religious practices of the ancient traditions on the Camino of Santiago de Compostela. With its exceptional views of a perception and brain scientist it transcends the academic and rests on the personal curiosity, joys, and the serious tests of life and death. The honest and gentle voice takes the reader to the worlds where the Camino and a man of science meet. A new window is opened to the perceptual psychologies of the sacred and the visible puzzles of everyday life. The academia as the author knows it is contrasted with the observations on the life in Galicia. With its original perception-philosophical touch the book is no doubt a distant cousin to the author's favorite book "Zen and the Art of Motorcycle Maintenance" by Robert M. Pirsig. Knowing this relationship it may not be a surprise that the story is not about walking. Inquiring into childhood is one of the most appropriate ways to address the perennial and essential question of what it is that makes human beings - each of us - human. In *Childhood in History: Perceptions of Children in the Ancient and Medieval Worlds*, Aasgaard, Horn, and Cojocarú bring together the groundbreaking work of nineteen leading scholars in order to advance interdisciplinary historical research into ideas about children and childhood in the premodern history of European civilization. The volume gathers rich insights from fields as varied as pedagogy and medicine, and literature and history. Drawing on a range of sources in genres that extend from philosophical, theological, and educational treatises to law, art, and poetry, from hagiography and autobiography to school lessons and sagas, these studies aim to bring together these diverse fields and source materials, and to allow the development of new conversations. This book will have fulfilled its unifying and explicit goal if it provides an impetus to further research in social and intellectual history, and if it prompts both researchers and the interested wider public to ask new questions about the experiences of children, and to listen to their voices. The study of how individuals perceive and make sense of health and illness is a new and rapidly developing area in health psychology. The field has seen important recent theoretical developments and applications to a wide range of health threats and illnesses. The first section of this book examines the current theoretical and measurement issues in the field and includes issues related to illness perceptions across the lifespan, disability, and the assessment of illness perceptions in chronic illness. The second section addresses the role of illness perceptions in health screening and prevention and includes work on perceptions of genetic disease, cancer screening, and how individuals process health risk information. The third section is concerned with the application of the illness perceptions approach to patients with chronic illness and those undergoing treatment. Illnesses examined using this approach include chronic fatigue syndrome, breast cancer, diabetes, and myocardial infarction. In 1976, with the US trade embargo against Cuba underway, Canada's Prime Minister Pierre Elliott Trudeau visited the island nation, befriended his counterpart, and exclaimed publicly "Long live Prime Minister Fidel Castro!" During the past half-century of communist rule in Cuba, Canada's policy of engagement with the country has contrasted sharply with the United States' policy of isolation. Based on a series of interviews conducted in Havana, Washington, and Ottawa, *Perceptions of Cuba* moves beyond traditional economic and political analyses to show that national identities distinct to each country contributed to the formation of their dissimilar foreign policies. Lana Wylie argues that Canadians and Americans perceive Cuba through different lenses rooted in their

respective identities: American exceptionalism made Cuba the polar opposite of the United States, while Canada's self-image as a good international citizen and as 'not American' has allowed the country to engage with the Cuban government. By acknowledging that competing national identities, perceptions, and ideas play a major role in foreign policies, Perceptions of Cuba makes a significant contribution to our understanding of international relations. Science education is important as it equips students with scientific knowledge that can enrich their everyday lives. It helps students to solve problems, learn to be rational as well as be critical in their thinking. However, science learning is deemed challenging as students see the subject as difficult and sometimes tedious to learn. Thus, interest in science is essential to ensure continuous learning in science. It is important to promote positive attitudes towards science among students. Positive attitudes towards science are associated with better achievement in science, increased cooperation as well as participation in class. Malaysia needs a generation who are creative and critical thinkers, thus it is vital to enhance students' attitudes towards science. As students spend most of their time in a classroom, therefore, shaping students' perceptions of science classroom environment is crucial in enhancing their attitudes towards science. This book is adapted and modified from a master's degree thesis entitled: "Relationship between Form 4 Students' Perceptions of Science Classroom Environment and Attitudes towards Science" of the first author. This book includes analysis of students' perceptions of science classroom environment and attitudes towards science. This book attempts to answer questions regarding the level of students' perceptions of science classroom environment, the level of students' attitudes towards the effect of gender and school locations on students' perceptions of science classroom environment and attitudes towards science, and the influence of perceptions of science classroom environment on students' attitudes towards science. This book will be of interest to researchers in science education, especially, perceptions of science classroom environment and attitudes towards science. Policies and Perceptions of Insurance offers an introduction to insurance contract law in the United Kingdom today. Malcolm Clarke provides students with a clear outline of insurance law, while alerting them to the social and theoretical issues arising out of the law and practice of insurance. The framework for discussion is the tracing of the life of an insurance contract from purchase to claim, which is used to summarize settled and satisfactory legal rules, but also highlight more controversial matters and invite reflection on the objectives of insurance law and whether these objectives have been achieved. For medieval Christians, Islam presented a series of disquieting challenges, and individual Christians portrayed Muslim culture in varied ways, according to their interests and prejudices. These fifteen original essays focus on unfamiliar texts that reflect the wide range of medieval Christianity's preoccupation with Islam, treating works from many different periods and in a wide range of genres and languages. Mansourou comes out of the gate firing and does not relent in this criticism of religious notions and influence. Rather than refer to religion in general terms or acts in the name of religion, Mansourou attacks religious undertones and what is not often looked at in religious subtext along with modern religious theology for their shallow and vacant themes in today's complex society. "Parental involvement and positive relationships between parents and schools are critical to children's educational success. Communication between school and home is necessary for these relationships to thrive. The school psychologist is in the ideal position to foster and maintain the open lines

of communication needed for all to be partners in education. However, psychologists fill various roles and the perceptions of parents regarding the roles and functions of the school psychologist have been neglected in the research. This study was conducted to survey the perceptions and opinions of parents being served by school psychologists in the Pacific Northwest. A total of 325 parent surveys were sent to nine school districts; five surveys for each school. These surveys were to be given to parents of students in Special Education services. Twenty-one completed and usable surveys were returned. Ten of the respondents viewed their school psychologist as fulfilling a variety of functions. Most respondents voiced being generally satisfied with the services currently being offered. Seven of the parents recommended increasing individual counseling, social skills training, and parent training. Report writing was the only function suggested to be decreased. Those parents most satisfied with their psychologists had the most contacts with him/her during the school year and saw him/her as a people-oriented, caring person. The consensus from this study was that parents want a higher quantity of, and more family-focused, psychological services"--Document. This open access book provides a comprehensive and informative overview of the current state of research about student perceptions of and student feedback on teaching. After presentation of a new student feedback process model, evidence concerning the validity and reliability of student perceptions of teaching quality is discussed. This is followed by an overview of empirical research on the effects of student feedback on teachers and instruction in different contexts, as well as on factors promoting the successful implementation of feedback in schools. In summary, the findings emphasize that student perceptions of teaching quality can be a valid and reliable source of feedback for teachers. The effectiveness of student feedback on teaching is significantly related to its use in formative settings and to a positive feedback culture within schools. In addition, it is argued that the effectiveness of student feedback depends very much on the support for teachers when making use of the feedback. As this literature review impressively documents, teachers in their work - and ultimately students in their learning - can benefit substantially from student feedback on teaching in schools. "This book reviews what we know about student feedback to teachers. It is detailed and it is a pleasure to read. To have these chapters in one place - and from those most up to date with the research literature and doing the research - is a gift." John Hattie This collection examines how the EU is viewed in the two regions at the centre of its geopolitical interest. Focusing on Eastern Europe and sub-Saharan Africa, both of which have close and often problematic historical-geographical ties with Europe, the volume provides a critical assessment of how external perceptions from these regions relate to EU policy towards them. Bringing together a range of internationally renowned scholars, this book provides a conceptual framework for studying the EU's geopolitical role and examines perceptions of the EU in Georgia, Ukraine, Kenya and Senegal. Highlighting both the importance of understanding external viewpoints and the value of comparative research in order to better capture the various facets of the EU's geopolitical role and identity, it is particularly sensitive to persisting unequal power relations and Eurocentrism as well as to the changes in perceptions that have emerged in the wake of financial crisis.

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