

Storm And Cloud Dynamics Volume 44 International

Marx's Scientific Dialectics Marx and the Politics of Abstraction Education as Humanisation Flood Resilience of Private Properties Legal Perspectives on Bridging Science and Policy Rural–Urban Water Struggles Aesthetics, Affect, and Making Meaning in Science Education International Development and Communication. Describing Social Issues International Social Science Journal Académie de Droit International de La Haye Borderlines Proceedings DIALOG Update International Affairs International Forum on Information and Documentation Turbomachinery International Outlook Public Affairs Information Service Bulletin Publications of the Permanent Court of International Justice Word Paul Paolucci Paul Paolucci Scherto Gill Thomas Hartmann Mara Tignino Lena Hommes Per-Olof Wickman Alfredo Jose Lopez Severiche Académie de Droit International Law Geological Society of America Alfred Emanuel Smith Permanent Court of International Justice

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this book examines both problems in traditional readings of marx's texts and how he used several methods of science to inform his dialectical thinking historical materialist research political economic analyses and his communist project a case is made for marx's continuing methodological relevance

through examining marx's methods of critique and abstraction this book presents a series of problems in conventional social thought and the alternatives marx's approach poses it demonstrates how sound social science abstraction cannot but have political often radical implications

over the past decades there has been a consistent and poignant ambiguity with regard to the role of education in the context of post conflict and divided societies working towards building peace most recently global developments including the after effects of the arab spring the devastating wars in syria and the refugee crisis in europe have directed our attention once more to the part that education can play in building peace at many levels in this context it is timely to create a space for a focused inquiry and scholarly debate about peace oriented pedagogies and how they might affect the post conflict reconstruction in divergent settings thus both the subject and the content of this book are important in the light of the current needs in many societies emerging from conflicted community relations in particular they propose a refreshing and transformative view of peace based on a humanising conception of education and dialogic pedagogy as a key avenue for peacebuilding through both conceptual inquiries and empirical case studies the book will appeal to educational thinkers researchers practitioners policy makers ngo workers and the public in re-examining some of the key concepts identifying pivotal underlying issues in the field furthermore by offering a principled persuasive conceptual framework and by problematising implementations and interventions in practice this book can serve to provoke more appraisals evaluations and constructive critiques of humanisation and dialogic pedagogy in peacebuilding education this book was originally published as a special issue of compare a journal of comparative and international education

flood resilience of private properties examines the division and balance of responsibilities between the public and the private when discussing flood resilience of private properties flooding is an expensive climate related disaster

and a threat to urban life continuing development in flood prone zones compound the risks protecting all properties to the same standards is ever more challenging research has focused on improved planning and adapting publicly owned infrastructure such as streets evacuation routes and retention ponds however damages often happen on private land to realize a flood resilient city owners of privately owned residential houses also need to act measures such as mobile barriers and backwater valves or avoiding vulnerable uses in basements can make homes more flood resilient but private owners may be unaware of flooding risks or may lack the means and knowledge to act incentives may be insufficient while fragmented or unclear property rights and responsibilities entrench inertia the challenge is motivating homeowners to take steps political and societal systems influence the action citizens are prepared to take and what they expect their governments to do the responsibility for implementing such measures is shared between the public and the private domain in different degrees in different countries this book will be of great interest to scholars of water law property rights flood risk management and climate adaptation this book was originally published as a special issue of water international

legal perspectives on bridging science and policy deals with the interaction of science and policy from a legal perspective expert contributors outline the role of law in water management and suggest solutions to make laws flexible and adaptive to changes in scientific knowledge and environmental social and economic conditions each chapter addresses the topic with a different focus and offers an in depth analysis of legal challenges related to the creation of interdisciplinary bridges clarifying how science may be assimilated into decision making processes and can thereby contribute to build evidence based policies legal perspectives on bridging science and policy will be of great interest to scholars of water law water governance and environmental law this book was originally published in the journal water international as a special issue prepared by the international association for water law known as aida from its spanish acronym aida waterlaw.org gathering selected papers dealing with law and governance from the xvi world water congress of the international water resources association iwra 2017

rural urban water struggles compiles diverse analyses of rural urban water connections discourses identities and

struggles evolving in the context of urbanization around the world departing from an understanding of urbanization as a process of constant making and remaking of multi scalar territorial interactions that extend beyond traditional city boundaries and that deeply reconfigure rural urban hydrosocial territories and interlinkages the chapters demonstrate the need to reconsider and trouble the rural urban dichotomy the contributors scrutinize how existing approaches for securing urban water supply ranging from water transfers to payments for ecosystem services all rely on a myriad of techniques they are produced by and embedded in specific institutional and legal arrangements actor alliances discourses interests and technologies entwining local regional and global scales the different chapters show the need to better understand on the ground realities taking account of inequalities in water access and control as well as representation and cultural political recognition among rural and urban subjects rural urban water struggles will be of great use to scholars of water governance and justice environmental justice and political ecology this book was originally published as a special issue of water international

this book offers novel approaches theoretical insights and results on the development of students and teachers interest in science as situated learning it argues for the importance of the affective and emotional dimensions of teaching and learning in stem classrooms in parallel to the cognitive dimensions contributions to this book examine aesthetics aesthetic judgement and aesthetic experience in science education from the perspectives of researchers and practitioners and make a case for integrating aesthetics and affective experiences in science education teaching and learning research and practice they explore how an aesthetics of science can empirically be observed to take shape through classroom interactions and how such interactions influence learning and how science is valued in aesthetic terms in relation to other practices the research studies featured in this book span from preschool to undergraduate students and also include a theoretical contribution reviewing and synthesising the methodological contributions to this volume they draw on recent theoretical methodological and empirical advances on the role of aesthetic experience for learning science these new developments are used to investigate how a disciplinary aesthetics of science can be developed and can meet that of other subjects and how these various aesthetic practices may be generatively dovetailed for the benefit of learning science and developing an

interest in science this book's contribution extends beyond the fields of science education research its insights can assist policymakers instructional designers and teacher educators in considering emotional aspects of learning and values more generally when implementing strategies to foster meaning making alongside sense making it was originally published as a special issue of the international journal of science education

document from the year 2022 in the subject sociology social system and social structure grade 8 5 unitec new zealand massey university language english abstract this book presents a recompilation of nine essays written by the author on the subject of international development and international communication thus the topics covered here are 1 the goal of achieving equality and justice through implementing sustainable development goals 2 description of the application of the theory of imagined communities to the colombian diasporas in ecuador and the united states of america 3 how to achieve successful projects 4 why there are extreme poverty and hunger in venezuela 5 problems that create intercultural communication issues 6 description of the current situation of colombians refugees in the world 7 also there is an essay describing the issues faced by refugees globally and the solution to the refugee crisis 8 this essay responds to the question are the discourses of development mechanisms of power and control and essay nine talks about the effect of the neo structuralism and retro liberalism paradigms on the success of the sustainable development goals by 2030

the academy is a prestigious international institution for the study and teaching of public and private international law and related subjects the work of the hague academy receives the support and recognition of the un its purpose is to encourage a thorough and impartial examination of the problems arising from international relations in the field of law the courses deal with the theoretical and practical aspects of the subject including legislation and case law all courses at the academy are in principle published in the language in which they were delivered in the collected courses of the hague academy of international law

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