Kale is considered one of the world’s most powerful superfoods for very good reasons. It’s packed with antioxidants, which help neutralize free radicals in the body, which, in turn, helps to prevent many kinds of cancer. Just one cup provides more than 100 percent of the daily value of vitamins A, C, and K, and it’s low calorie, high in fiber, and fat-free. Furthermore, kale is high in iron and has a good dose of omega-3 fatty acids, which work as an anti-inflammatory and help fight arthritis, asthma, and autoimmune disorders. And to top all that off, author Julia Mueller proves that it can be delicious. With seventy-five recipes for breakfast, lunch, dinner, snack time, and even dessert, your whole family will quickly fall in love with kale. Here’s a sampling of the recipes included: • Blackened salmon with garlicky Cajun kale • Butternut squash and kale chili • Cauliflower and kale yellow curry • Grilled kale, peach, and corn salad with basil honey balsamic vinaigrette • Indian chickpea stew with kale • Roasted beet, walnut, and kale pesto • Sausage, fennel, and kale soup • Sautéed shrimp and kale tacos with pineapple, corn, and kale salsa • Savory cheesy kale pancakes • Shrimp, artichoke heart, sun-dried tomato pesto pizza • Turkey sliders with caramelized onions, sautéed kale, and blue cheese. Each recipe is paired with a gorgeous full-color photo, making this not only a great cookbook, but a beautiful one as well.

Whether you’re an experienced chef, or just trying it out for the first time, Let Them Eat Kale! is an invaluable resource for a delicious, healthy kitchen. Skyhorse Publishing, along with our Good Books and Arcade imprints, is proud to publish a broad range of cookbooks, including books on juicing, grilling, baking, frying, home brewing and winemaking, slow cookers, and cast iron cooking. We’ve been successful with books on gluten-free cooking, vegetarian and vegan cooking, paleo, raw foods, and more. Our list includes French cooking, Swedish cooking, Austrian and German cooking, Cajun cooking, as well as books on jerky, canning and preserving, peanut butter, meatballs, oil and vinegar, bone broth, and more. While not every title we publish becomes a New York Times bestseller or a national bestseller, we are committed to books on subjects that are sometimes overlooked and to authors whose work might not otherwise find a home.

Sent to deliver emergency famine relief to the planet Thiopa -- the Federation’s only allies in a critically important sector of space -- the crew finds a brutal dictatorship -- one more concerned with preserving its own powers than protecting its citizens, or the world they all share. Captain Picard is hesitant about turning over the supplies to the corrupt government: he fears they may never reach their intended destination. But can he convince the ruling council to change their ways, before it is too late -- for the government, and Thiopa itself?
What’s the connection between a platter of jumbo shrimp at your local restaurant and murdered fishermen in Honduras, impoverished women in Ecuador, and disastrous hurricanes along America’s Gulf coast? Mangroves. Many people have never heard of these salt-water forests, but for those who depend on their riches, mangroves are indispensable. They are natural storm barriers, home to innumerable exotic creatures—from crabeating vipers to man-eating tigers—and provide food and livelihoods to millions of coastal dwellers. Now they are being destroyed to make way for shrimp farming and other coastal development. For those who stand in the way of these industries, the consequences can be deadly. In Let Them Eat Shrimp, Kennedy Warne takes readers into the muddy battle zone that is the mangrove forest. A tangle of snaking roots and twisted trunks, mangroves are often dismissed as foul wastelands. In fact, they are supermarkets of the sea, providing shellfish, crabs, honey, timber, and charcoal to coastal communities from Florida to South America to New Zealand. Generations have built their lives around mangroves and consider these swamps sacred. To shrimp farmers and land developers, mangroves simply represent a good investment. The tidal land on which they stand often has no title, so with a nod and wink from a compliant official, it can be turned from a public resource to a private possession. The forests are bulldozed, their traditional users dispossessed. The true price of shrimp farming and other coastal development has gone largely unheralded in the U.S. media. A longtime journalist, Warne now captures the insatiability of these industries and the magic of the mangroves. His vivid account will make every reader pause before ordering the shrimp.

As online courses proliferate, teachers increasingly realize that they have to connect with their students as they would in face-to-face classes. They have to provide true opportunities for inspirational and meaningful learning, rather than a sterile experience of clicking within a labyrinth of links. With the specific purpose of switching emphasis from the technical issues of online teaching to the human implications of teaching and learning through the Internet, Tisha Bender draws on her extensive research, her training of online faculty, and her own online teaching experience, to create a fresh vision of online pedagogy. Discussion-Based Online Teaching to Enhance Student Learning consists of three parts: Theory Practice Assessment The author shows how she applies learning theories to online discussion-based courses. She presents a wealth of suggestions and techniques, illustrated by real examples, for stimulating and managing online discussion effectively, and for improving teaching practices. The book concludes with methods for assessing the efficacy of online courses. This accessible and comprehensive book offers an engaging and practical approach to online teaching that is rooted in the author’s experience and enthusiasm for creating a virtual environment that engages students and fosters their deep learning. This is a book for all educators and administrators in higher education, in any discipline, engaged in, or contemplating offering, online classes that involve discussion or collaborative learning. It is relevant both
to faculty teaching a hybrid and face-to-face classes, and courses conducted entirely online.

William F. Pinar presents a comprehensive and original study that demonstrates the significance and pertinence of the scholarship of George Grant for teaching today. While there are studies of Grant’s political philosophy, there has been no sustained study of his teaching. Pinar not only draws upon the collected works; he has also consulted Grant’s PhD thesis at Oxford, as well as the philosopher’s biography, collected letters, and the vast secondary literature. What emerges is a treatise that reveals Grant’s timeliness and his prescience in identifying and critiquing key educational issues nearly half a century ago, from academic vocationalism and educational technology to privatization and the ascendancy of research—issues that are eminently relevant today. Beyond the classroom, Grant’s concerns extended to the impact of economic globalization which, he feared, would erase distinctive national histories and cultures. As such, Grant foresaw the current issues of right-wing populism, notably in the UK and the US, as reactions against these historical tendencies. This volume is destined to become an indispensable reference work for students of Grant in particular and for students of education in general. This book is published in English.
public are right to be sceptical. In Let Them Eat Carbon Matthew Sinclair looks at the myths perpetuated by the burgeoning climate change industry, examines the individual policies and the potentially disastrous targets being put into place by ambitious politicians, and proposes a more realistic alternative.

This primer for teachers (prospective and practicing) asks readers to question the historical present and their relation to it, and in so doing, to construct their own understandings of what it means to teach, to study, to become "educated" in the present moment. Curriculum theory is the scholarly effort – inspired by theory in the humanities, arts and interpretive social sciences – to understand the curriculum, defined here as "complicated conversation." Rather than the formulation of objectives to be evaluated by (especially standardized) tests, curriculum is communication informed by academic knowledge, and it is characterized by educational experience. Pinar recasts school reform as school deform in which educational institutions devolve into cram schools preparing for standardized exams, and traces the history of this catastrophe starting in 1950s. Changes in the Second Edition: Introduces Pinar’s formulation of allegories-of-the-present — a concept in which subjectivity, history, and society become articulated through the teacher’s participation in the complicated conversation that is the curriculum; features a new chapter on Weimar Germany (as an allegory of the present); includes new chapters on the future, and on the promises and risks of technology.

Around the world, citizens in local communities are utilising ICTs to underpin the creation of a participatory and democratic vision of the network society. Embedded in the richness and diversity of community practice, a vision of a 'civil network society' is emerging. A society where ICTs are harnessed as tools to improve the quality of life and reflect the diversity of social networks; where people are viewed as citizens, not just as consumers, and where heterogeneity is perceived as a strength rather than a weakness. Community Practice in the Network Society looks at the broad context in which this is happening, presents case studies of local projects from around the world, and discusses community ICT research methodologies. Not only does it highlight the symbiotic relationship between community ICT practice and research, but it also provides evidence supporting the case for the development of more inclusive and participatory pathways to the network society.

As enrollment numbers continue to grow for online education classes, it is imperative instructors be prepared to teach students from diverse groups. Students who engage in learning in classrooms where their backgrounds are recognized and the instruction is welcoming and all-inclusive perform better. Individuals who teach in online settings must endeavor to create caring and culturally appropriate environments to encourage learning among all students irrespective of their demographic composition. Care and Culturally Responsive Pedagogy in Online Settings is a collection of innovative research on the incorporation of culturally sensitive teaching practices in online classrooms, and how these methods
have had an impact on student learning. While highlighting topics including faculty teaching, restorative justice, and nontraditional students, this book is ideally designed for instructors, researchers, instructional designers, administrators, policymakers, and students seeking current research on online educators incorporating care and culturally responsive pedagogy into practice.

Book One in the French Twist Series. Lexi Stuart is at a critical crossroads. She's done with college but still living at home, ready to launch a career but unable to find a job, and solidly stalled between boyfriends. When a lighthearted conversation in French with the manager of her favorite bakery turns into a job offer, Lexi accepts. But the actual glamor is minimal: the pay is less than generous, her co-workers are skeptical, her bank account remains vertically-challenged, and her parents are perpetually disappointed. Her only comfort comes from the flirtatious baker she has her eye-but even may not be who he seems to be! So when a handsome young executive dashes into the bakery to pick up his high profile company’s special order for an important meeting—an order Lexi has flubbed—she loses her compulsion to please. Something inside Lexi clicks. Laissez la revolution commencer! Let the revolution begin! Instead of trying to fulfill everyone else's expectations for her life, Lexi embarks on an adventure in trusting herself and God with her future-tres bon! This book is written from a lightly Christian worldview. Audible edition narrated by Sophie Amoss.

Data science has never had more influence on the world. Large companies are now seeing the benefit of employing data scientists to interpret the vast amounts of data that now exists. However, the field is so new and is evolving so rapidly that the analysis produced can be haphazard at best. The 9 Pitfalls of Data Science shows us real-world examples of what can go wrong. Written to be an entertaining read, this invaluable guide investigates the all too common mistakes of data scientists - who can be plagued by lazy thinking, whims, hunches, and prejudices - and indicates how they have been at the root of many disasters, including the Great Recession. Gary Smith and Jay Cordes emphasise how scientific rigor and critical thinking skills are indispensable in this age of Big Data, as machines often find meaningless patterns that can lead to dangerous false conclusions. The 9 Pitfalls of Data Science is loaded with entertaining tales of both successful and misguided approaches to interpreting data, both grand successes and epic failures. These cautionary tales will not only help data scientists be more effective, but also help the public distinguish between good and bad data science.

Describes the world's leading approach to art and design taught at Rhode Island School of Design At Rhode Island School of Design students are immersed in a culture where making questions, ideas, and objects, using and inventing materials, and activating experience all serve to define a form of critical thinking—albeit with one's hands—i.e. "critical making." The Art of Critical Making, by RISD faculty and staff, describes fundamental aspects of RISD's approach to
"critical making" and how this can lead to innovation. The process of making taught at RISD is deeply introspective, passionate, and often provocative. This book illuminates how RISD nurtures the creative process, from brief or prompt to outcome, along with guidance on the critical questions and research that enable making great works of art and design. Explores the conceptual process, idea research, critical questions, and iteration that RISD faculty employ to educate students to generate thoughtful work Authors are from the faculty and staff of the Rhode Island School of Design, which consistently ranks as the number one fine arts and design college in the United States The Art of Critical Making shows you how context, materials, thought processes, and self-evaluation are applied in this educational environment to prepare creative individuals to produce dynamic, memorable, and meaningful works.

"This book provides research on the pedagogical challenges faced in recent years to improve the understanding of social media in the educational systems"--Provided by publisher.

This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice, making it a unique contribution to the educational reference market. Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education, psychology, sociology, philosophy, law, and medicine. The book focuses on important themes in education and human development. Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings. The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas, institutions, and organizations, and includes entries on these institutions and organizations. This work integrates numerous theoretical frameworks with field based applications from many areas in educational research.

This exciting new book advances current practice-based and theoretical knowledge around how youth defines and engages with consumerism to provoke a larger conversation within science and environmental education. It is also geared towards unveiling those literacy praxes that can assist youth to adopt more ethically-oriented consumerist habits. More specifically, this book studies how youth’s participation in the global consumer market intersects with media technologies, new literacies, as well as science and the environment from sociocultural perspectives. In addition, it considers how school science has mediated youth participation in hyper-consumerism, from food and technology to shelter and transportation. This important and timely book is a must-read for those interested in topics such as critical youth studies, critical media literacy, STEM, arts-based research, STSE education, citizenship education, cultural studies, policy studies, curriculum studies, socio-scientific issues, technology, sustainability, food studies, social justice, poverty, and consumer behaviour. A wide range of science, technology and environmental educators from Australia, Brazil,
Canada, Netherlands and the United States have combined their perspectives to produce this exciting, innovative, timely and important book. It should be essential reading for all teachers, teacher educators and curriculum developers keen to address key issues raised by a commitment to assist students in refining their understanding of what constitutes socially, culturally, ethically and politically responsible consumer practices and supporting them in formulating and engaging in effective individual and collective action. Derek Hodson, Emeritus Professor of Science Education, Ontario Institute for Studies in Education (OISE), University of Toronto, Professor of Science Education at The University of Auckland (New Zealand), and Founding Editor of the Canadian Journal of Science, Mathematics and Technology Education (CJSME). The authors in the book deconstruct and analyse intricate economic, sociopolitical and affective networks that are behind the cycles of production, distribution and consumption of objects that are present in youngsters' daily lives and their attitudes towards them. Apart from breaking new ground by proposing and discussing socioculturally informed research about the topic, the book connects with pedagogical approaches that value critical perspectives on the nature of the relationship between science, technology, society and environment. It is a must-read for both researchers and practitioners interested in issues related to sustainability and citizenship education. Isabel Martins, Professor of Science Education, Universidade Federal do Rio de Janeiro/ Federal University of Rio de Janeiro (UFRJ).

In the latest edition of this best-selling text, David Capuzzi and Douglas Gross, along with 24 experts in the field provide a prevention–intervention paradigm to address contemporary issues facing today’s youth. Written from a systemic perspective, this book offers guidance in helping teens who are struggling with the complex challenges that can be brought on by peers, family members, and difficult social environments. Part 1 presents information on at-risk population identification, causal factors of problematic behaviors, and promotion of resiliency in youth. Part 2 examines the development of at-risk behaviors relating to dysfunctional family dynamics, low self-esteem, depression, mood disorders, and stress and trauma. Part 3 explores the behaviors most often identified as placing youth at risk, such as eating disorders, suicidal preoccupation, teen sexuality, gang membership, school violence, substance abuse, homelessness, school dropout, and bullying, as well as the unique strengths of and stressors faced by multiracial and LGBTQ youth. Case studies illustrate prevention efforts from individual, family, school, and community perspectives, and text sidebars create greater reader self-awareness and enhance the understanding of the concepts, skills, and applications of the chapter material. A complimentary test manual and PowerPoint slides for instructors’ use are available by written request to ACA. *Requests for digital versions from the ACA can be found on wiley.com. *To request print copies, please visit the ACA website here. *Reproduction requests for material from books published by ACA should be directed to permissions@counseling.org.
This book discusses the role of ESD stakeholders at university level, involving civil society and the private sector and public sectors (including local, national and intergovernmental bodies). In particular, it describes practical experiences, partnerships, networks, and training schemes for increasing the capacity of ESD and other initiatives aimed at promoting education for sustainable development taking place at institutions of higher education. In order to meet the pressing need for publications that may promote stakeholders' involvement in ESD in higher education, the book particularly focuses on state-of-the-art approaches, methods, initiatives and projects from around the world, illustrating the contribution of different stakeholder groups to sustainable development in higher education on an international scale.

Sustainable Communities, Sustainable Environments? What is enacted when we engage with these ideas? This book provides a variety of international perspectives from the traditional fields of science and technology education as teachers (primary through tertiary), teacher educators, and academic researchers engage with this topic.

"This collection compiles research in all areas of the global information domain. It examines culture in information systems, IT in developing countries, global e-business, and the worldwide information society, providing critical knowledge to fuel the future work of researchers, academicians and practitioners in fields such as information science, political science, international relations, sociology, and many more"--Provided by publisher.

Successful educational programs are often the result of pragmatic design and development methodologies that take into account all aspects of the educational and instructional experience. Instructional Design: Concepts, Methodologies, Tools and Applications presents a complete overview of historical perspectives, new methods and applications, and models in instructional design research and development. This three-volume work covers all fundamental strategies and theories and encourages continued research in strengthening the consistent design and reliable results of educational programs and models.

The bestselling popular science author of A Grain of Salt serves up “interesting factoids about the way that science has helped shape our everyday lives” (Joe Culotti, PhD, professor of molecular and medical genetics, University of Toronto). In Let Them Eat Flax, award-winning author Dr. Joe Schwarcz continues his crusade against purveyors of poppycock as he investigates the surprising and sometimes sinister science of everyday food and life. What difference does an atom make? It could mean life or death! Get the lowdown on oxygenated water, the healing powers of prayer, and the health benefits of chocolate. Could there be a link between McGill University and Jack the Ripper? Find out how cinnamon helps to counter high cholesterol, and learn just how sweet sugar alternatives can be. In the tradition of Schwarcz’s five previous bestsellers, Let Them Eat Flax fries scientific baloney with humor, wit, and information. From food poisoning to the secret of the Stradivarius violin, fertilizers to spontaneous human combustion, Schwarz investigates explosive subjects and delivers the unbiased, scientific facts readers need to make informed decisions in their everyday lives. “Dr. Schwarz . . . has a knack for translating science into a language that anyone can understand and actually enjoy.” —Toronto Sun “Joe Schwarz’s magic is in convincing us that there is verve and value in real chemistry.” —Roald Hoffman, Nobel Laureate “Dr. Joe blends intelligence, scientific expertise, critical thinking, humor, and a healthy dose of skepticism in a prescription for good reading.” —Leon Jaroff, former senior editor, Time magazine, and founder of Discover magazine

Let Them Eat DataHow Computers Affect Education, Cultural Diversity, and the Prospects of Ecological SustainabilityUniversity of Georgia Press

Do computers foster cultural diversity? Ecological sustainability? In our age of high-tech euphoria we seem content to leave tough questions
like these to the experts. That dangerous inclination is at the heart of this important examination of the commercial and educational trends that have left us so uncritically optimistic about global computing. Contrary to the attitudes that have been marketed and taught to us, says C. A. Bowers, the fact is that computers operate on a set of Western cultural assumptions and a market economy that drives consumption. Our indoctrination includes the view of global computing innovations as inevitable and on a par with social progress—a perspective dismayingly suggestive of the mindset that engendered the vast cultural and ecological disruptions of the industrial revolution and world colonialism. In Let Them Eat Data Bowers discusses important issues that have fallen into the gap between our perceptions and the realities of global computing, including the misuse of the theory of evolution to justify and legitimate the global spread of computers, and the ecological and cultural implications of unmooring knowledge from its local contexts as it is digitized, commodified, and packaged for global consumption. He also suggests ways that educators can help us think more critically about technology. Let Them Eat Data is essential reading if we are to begin democratizing technological decisions, conserving true cultural diversity and intergenerational forms of knowledge, and living within the limits and possibilities of the earth’s natural systems.

Ground-breaking work on the dangers of anti-depressants and why the FDA continues to approve them. Lots of anecdotes, well-written, author will be on tour in the U.S. Good media lining up, very controversial author.

Culture, Learning, and Technology: Research and Practice provides readers with an overview of the research on culture, learning, and technology (CLT) and introduces the concept of culture-related theoretical frameworks. In 13 chapters, the book explores the theoretical and philosophical views of CLT, presents research studies that examine various aspects of CLT, and showcases projects that employ best practices in CLT. Written for researchers and students in the fields of Educational Technology, Instructional Design, and the Learning Sciences, this volume represents a broad conceptualization of CLT and encompasses a variety of settings. As the first significant collection of research in this emerging field of study, Culture, Learning, and Technology overflows with new insights into the increasing role of technology use across all levels of education.

Kate Tempest's powerful narrative poem--set to music on her album of the same title, shortlisted for the Mercury Music Prize--illuminates the lives of a single city street, creating an electric, humming human symphony. Let Them Eat Chaos, Kate Tempest's long poem written for live performance and heard on the album release of the same name, is both a powerful sermon and a moving play for voices. Seven neighbors inhabit the same London street, but are all unknown to each other. The clock freezes in the small hours, and one by one we see directly into their lives: lives that are damaged, disenfranchised, lonely, broken, addicted, and all, apparently, without hope. Then a great storm breaks over London, and brings them out into the night to face each other, giving them one last chance to connect. Tempest argues that our alienation from one another has bred a terrible indifference to our own fate, but she counters this with a plea to challenge the forces of greed which have conspired to divide us, and mend the broken home of our own planet while we still have time. Let Them Eat Chaos is a cri de cœur, a call to action, and a powerful poetic statement.

As online courses and digital learning enable more people from more places to learn together, it is crucial for instructional design to incorporate diverse cultural perspectives. Culturally Inclusive Instructional Design provides a framework for thinking about
culture in digital learning, offering insight into how to build inclusive online communities that encourage reflection and growth, regardless of content domain. Chapters cover the foundation, components, and implementation of the authors’ Wisdom Communities (WisCom) framework, which enables learners from global backgrounds to experience long-lasting, transformative learning through real-world problem-solving. This book is a timely, resourceful guide to building truly collaborative, inquiry-based online learning experiences.

In this book I try to give a coherent and consistent overview of what an ecological approach to language learning might look like. This is not a fully fledged grand theory that aims to provide an explanation of everything, but an attempt to provide a rationale for taking an ecological world view and applying it to language education, which I regard as one of the most important of all human activities. Goethe once said that everything has been thought of before, but that the difficulty is to think of it again. The same certainly is true of the present effort. If it has any innovative ideas to offer, these lie in a novel combination of thoughts and ideas that have been around for a long, long time. The reader will encounter influences that range from Spinoza to Bakhtin and from Vygotsky to Halliday. The scope of the work is intentionally broad, covering all major themes that are part of the language learning process and the language teaching profession. These themes include language, perception and action, self, learning, critical pedagogy and research. At the same time I have attempted to look at both the macro and the micro sides of the ecological coin, and address issues from both a theoretical and a practical perspective. This, then, aims to be a book that can be read by practitioners and theoreticians alike, and the main idea is that it should be readable and challenging at the same time.

Digital technologies have transformed cultural perceptions of learning and what it means to be literate, expanding the importance of experience alongside interpretation and reflection. Learning the Virtual Life offers ways to consider the local and global effects of digital media on educational environments, as well as the cultural transformations of how we now define learning and literacy. While some have welcomed the educational challenges of digital culture and emphasized its possibilities for individual emancipation and social transformation in the new information age, others accuse digital culture of absorbing its recipients in an all-pervasive virtual world. Unlike most accounts of the educational and cultural consequences of digital culture, Learning the Virtual Life presents a neutral, advanced introduction to the key issues involved with the integration of digital culture and education. This edited collection presents international perspectives on a wide range of issues, and each chapter combines upper-level theory with "real-world" practice, making this essential reading for all those interested in digital media and education.

Education for Sustainability is a component of Encyclopedia of Human Resources Policy, Development and Management in the global Encyclopedia of Life Support Systems (EOLSS), which is an integrated compendium of twenty one Encyclopedias. The Theme on Education for Sustainability provides the essential aspects and a myriad of issues of great relevance connection between education and more sustainable futures and embraces a reality that all need to know. It demands a much broader interpretation of education--a holistic perspective that accommodates new and challenging ideas. Such education is imperative in creating the knowledge, wisdom and vision needed for the transition to a more sustainable world. In helping to design this
sustainable future, education for sustainability implements a vital systemic perspective that will allow for a complex interdependence of all life forms and Earth. This volume is aimed at the following five major target audiences: University and College Students, Educators, Professional Practitioners, Research Personnel and Policy Analysts, Managers, and Decision Makers and NGOs.

Drawing on themes from John MacKenzie’s Empires of Nature and the Nature of Empires (1997), this book explores, from Indigenous or Indigenous-influenced perspectives, the power of nature and the attempts by empires (United States, Canada, and Britain) to control it. It also examines contemporary threats to First Nations communities from ongoing political, environmental, and social issues, and the efforts to confront and eliminate these threats to peoples and the environment. It becomes apparent that empire, despite its manifestations of power, cannot control or discipline humans and nature. Essays suggest new ways of looking at the Great Lakes watershed and the peoples and empires contained within it.

“A must-read . . . Takes you inside a child’s gut and shows you how to give kids the best immune start early in life.” —William Sears, MD, coauthor of The Baby Book

Like the culture-changing Last Child in the Woods, here is the first parenting book to apply the latest cutting-edge scientific research about the human microbiome to the way we raise our children. In the two hundred years since we discovered that microbes cause infectious diseases, we’ve battled to keep them at bay. But a recent explosion of scientific knowledge has led to undeniable evidence that early exposure to these organisms is beneficial to a child’s well-being. Our modern lifestyle, with its emphasis on hyper-cleanliness, is taking a toll on children’s lifelong health. In this engaging and important book, microbiologists Brett Finlay and Marie-Claire Arrieta explain how the trillions of microbes that live in and on our bodies influence childhood development; why an imbalance of those microbes can lead to obesity, diabetes, and asthma, among other chronic conditions; and what parents can do—-from conception on--to positively affect their own behaviors and those of their children. They describe how natural childbirth, breastfeeding, and solid foods influence children’s microbiota. They also offer practical advice on matters such as whether to sterilize food implements for babies, the use of antibiotics, the safety of vaccines, and why having pets is a good idea. Forward-thinking and revelatory, Let Them Eat Dirt is an essential book in helping us to nurture stronger, more resilient, happy, and healthy kids.

A New York Times Editors’ Choice

An “essential” (Jane Mayer) account of the dangerous marriage of plutocratic economic priorities and right-wing populist appeals — and how it threatens the pillars of American democracy. In Let Them Eat Tweets, best-selling political scientists Jacob S. Hacker and Paul Pierson argue that despite the rhetoric of Donald Trump, Josh Hawley, and other right-wing “populists,” the Republican Party came to serve its plutocratic masters to a degree without precedent in modern global history. To maintain power while serving the 0.1 percent, the GOP has relied on increasingly incendiary racial and cultural appeals to its almost entirely white base. Calling this dangerous hybrid “plutocratic populism,” Hacker and Pierson show how, over the last forty years, reactionary plutocrats and right-wing populists have become the two faces of a party that now actively undermines democracy to achieve its goals against the will of the majority of Americans. Based on decades of research and featuring a new epilogue about the intensification of GOP radicalism after the 2020 election, Let Them Eat Tweets authoritatively explains the doom loop of tax cutting and fearmongering that defines the Republican Party—and reveals
how the rest of us can fight back.

Today's schools compartmentalize children and curriculum. Standardization dictates curricular content and assessment, narrowing the focus of classrooms and schools that serve diverse populations from varied geographical backgrounds. Against the backdrop of the western-derived, institutional framework of schooling are cultural ways of knowing that are place-based, holistic, experiential, and connected to oral storytelling. In the current movement toward acknowledging and understanding cultural knowledge, teacher education programs need to work in collaboration with cultural communities, honoring traditions and epistemologies and seeking to revitalize and sustain (Paris, 2012) language and culture. Such initiatives inform the big picture of educational reform and enrich mainstream university teacher education programs. This book highlights the journeys, challenges and unfolding stories of transformation that reside within university/community/school partnerships focused on cultural and linguistic revitalization through schooling.

This book champions the cultural and environmental commons as sites of resistance to the current trend of economic globalization, and explains the nature of educational reforms that promote ecological sustainability, conserving of cultural and linguistic diversity, local democracy, and greater community self-sufficiency.

A People's Curriculum for the Earth is a collection of articles, role plays, simulations, stories, poems, and graphics to help breathe life into teaching about the environmental crisis. The book features some of the best articles from Rethinking Schools magazine alongside classroom-friendly readings on climate change, energy, water, food, and pollution—as well as on people who are working to make things better. A People’s Curriculum for the Earth has the breadth and depth of Rethinking Globalization: Teaching for Justice in an Unjust World, one of the most popular books we’ve published. At a time when it’s becoming increasingly obvious that life on Earth is at risk, here is a resource that helps students see what’s wrong and imagine solutions. Praise for A People's Curriculum for the Earth "To really confront the climate crisis, we need to think differently, build differently, and teach differently. A People’s Curriculum for the Earth is an educator’s toolkit for our times.” — Naomi Klein, author of The Shock Doctrine and This Changes Everything: Capitalism vs. the Climate "This volume is a marvelous example of justice in ALL facets of our lives—civil, social, educational, economic, and yes, environmental. Bravo to the Rethinking Schools team for pulling this collection together and making us think more holistically about what we mean when we talk about justice." — Gloria Ladson-Billings, Kellner Family Chair in Urban Education, University of Wisconsin-Madison "Bigelow and Swinehart have created a critical resource for today’s young people about humanity’s responsibility for the Earth. This book can engender the shift in perspective so needed at this point on the clock of the universe." — Gregory Smith, Professor of Education, Lewis & Clark College, co-author with David Sobel of Place- and Community-based Education in Schools

Annotation Clean water is essential to human survival, yet it is increasingly scarce. Despite pressures on this crucial resource, people often have little or no opportunity to participate in watershed decisions that affect them, particularly when they live along international watercourses. The success of efforts to manage water effectively, efficiently, and equitably will depend, in large part, on providing the public with a voice in
watershed management decisions that affect them. This volume examines experiences in public participation in the management of many watercourses around the world, drawing lessons learned and highlighting areas for further development.

How does technology alter thinking and action without our awareness? How can instantaneous information access impede understanding and wisdom? How does technology alter conceptions of education, schooling, teaching and what learning entails? What are the implications of these and other technology issues for society? Meaningful technology education is far more than learning how to use technology. It entails an understanding of the nature of technology — what technology is, how and why technology is developed, how individuals and society direct, react to, and are sometimes unwittingly changed by technology. This book places these and other issues regarding the nature of technology in the context of learning, teaching and schooling. The nature of technology and its impact on education must become a significant object of inquiry among educators. Students must come to understand the nature of technology so that they can make informed decisions regarding how technology may influence thinking, values and action, and when and how technology should be used in their personal lives and in society. Prudent choices regarding technology cannot be made without understanding the issues that this book raises. This book is intended to raise such issues and stimulate thinking and action among teachers, teacher educators, and education researchers. The contributions to this book raise historical and philosophical issues regarding the nature of technology and their implications for education; challenge teacher educators and teachers to promote understanding of the nature of technology; and provide practical considerations for teaching the nature of technology.

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