

## Karen Armstrong Wikispaces

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karen armstrong wikispaces For the operatic soprano, see Karan Armstrong. Karen Armstrong OBE FRSL (born 14 November 1944) is a British author and commentator of Irish Catholic descent known for her books on comparative religion. A former Roman Catholic religious sister, she went from a conservative to a more liberal and mystical Christian faith.

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Karen Armstrong, Australian entomologist
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Religious thinker Karen Armstrong has written more than 20 books on faith and the major religions, studying what Islam, Judaism and Christianity have in common, and how our faiths shaped world history and drive current events.

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The Idea of the Holy is one of the enduring classics of 20th-century German theology. The Lutheran theologian Rudolf Otto coined the term “numinous” and defined it as a “non-rational, non-sensory experience or feeling whose primary and immediate object is outside the self.” Otto’s work had a massive influence on thinkers as diverse as Paul Tillich and C.S. Lewis. The book contains the following chapters: I. The Rational and the Non-rational II. ‘Numen’ and the ‘Numinous’ III. The Elements in the ‘Numinous’ IV. Mysterium Tremendum V. The Analysis of ‘Mysterium’ VI. The Element of Fascination VII. Analogies and Associated Feelings VIII. The Holy as a Category of Value IX. Means of Expression of the Numinous X. The Numinous in the Old Testament XI. The Numinous in the New Testament XII. The Numinous in Luther XIII. The Two Processes of Development XIV. The Holy as an A Priori Category XV. Its Earliest Manifestations XVI. The ‘Cruder’ Phases XVII. The Holy as an A Priori Category XVIII. The Manifestations of the ‘Holy’ and the Faculty of ‘Divination’ XIX. Divination in Primitive Christianity XX. Divination in Christianity Today XXI. History and the A Priori in Religion: Summary and Conclusion

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This text offers guidance to teachers, mathematics coaches, administrators, parents, and policymakers. This book: provides a research-based description of eight essential mathematics teaching practices ; describes the conditions, structures, and policies that must support the teaching practices ; builds on NCTM’s Principles and Standards for School Mathematics and supports implementation of the Common Core State Standards for Mathematics to attain much higher levels of mathematics achievement for all students ; identifies obstacles, unproductive and productive beliefs, and key actions that must be understood, acknowledged, and addressed by all stakeholders ; encourages teachers of mathematics to engage students in mathematical thinking, reasoning, and sense making to significantly strengthen teaching and learning.

Long before the "germ theory" of disease was described, late in the nineteenth century, humans knew that climatic conditions influence the appearance and spread of epidemic diseases. Ancient notions about the effects of weather and climate on disease remain embedded in our collective consciousness-through expressions such as "cold" for rhinovirus infections; "malaria," derived from the Latin for "bad air;" and the common complaint of feeling "under the weather." Today, evidence is mounting that earth's climate is changing at a faster rate than previously appreciated, leading researchers to view the longstanding relationships between climate and disease with new urgency and from a global perspective. On December 4 and 5, 2007, the Forum on Microbial Threats hosted a public workshop in Washington, DC to consider the possible infectious disease impacts of global climate change and extreme weather events on human, animal, and plant health, as well as their expected implications for global and national security.

Many reports over the last few years have analysed the potential use of games, videogames, 3D environments and virtual reality for educational purposes. Numerous emerging technological devices have also appeared that will play important roles in the development of teaching and learning processes. In the context of these developments, learning rather than teaching becomes the main axis in the organisation of the educational process. This process has now gone beyond the analogue world and face-toface education to enter the digital world, where new learning environments are being produced with ever greater doses of realism. Teaching and Learning in Digital Worlds examines the teaching and learning process in 3D virtual environments from both the theoretical and practical points of view.

A bold call to deromanticize education and reframe universities as terrains of struggle between alternative modes of studying and world-making
Higher education is at an impasse. Black Lives Matter and #MeToo show that racism and sexism remain pervasive on campus, while student and faculty movements fight to reverse increased tuition, student debt, corporatization, and adjunctification. Commentators typically frame these issues as crises for an otherwise optimal mode of intellectual and professional development. In Beyond Education, Eli Meyerhoff instead sees this impasse as inherent to universities, as sites of intersecting political struggles over resources for studying. Meyerhoff argues that the predominant mode of study, education, is only one among many alternatives and that it must be deromanticized in order to recognize it as a colonial-capitalist institution. He traces how key elements of education—the vertical trajectory of individualized development, its role in preparing people to participate in governance through a pedagogical mode of accounting, and dichotomous figures of educational waste (the “dropout”) and value (the “graduate”)—emerged from histories of struggles in opposition to alternative modes of study bound up with different modes of world-making. Through interviews with participants in contemporary university struggles and embedded research with an anarchist free university, Beyond Education paves new avenues for achieving the aims of an “alter-university” movement to put novel modes of study into practice. Taking inspiration from Black Lives Matter, Occupy Wall Street, and Indigenous resurgence projects, it charts a new course for movements within, against, and beyond the university as we know it.

The National Science Foundation funded a synthesis study on the status, contributions, and future direction of discipline-based education research (DBER) in physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding. Discipline-Based Education Research is based on a 30-month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources required to further develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite, if not assist, post-secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum developers, research sponsors, and education advocacy groups.

The ultimate comprehensive social media reference book for any business looking to transform its marketing and operational strategies
Realizing that social media is dramatically impacting businesses, customers, and everyone connected to them, the authors of The Social Media Bible have consulted with leading social media experts from companies and consulting firms, as well as New York Times bestselling authors nationwide, to assemble a content-rich social media bible that will help businesses increase revenues, improve profitability, and ensure relevance and competitiveness. The book outlines just what social media is, and how to harness its power to achieve a measurable competitive advantage in rapidly changing markets. It allows readers to build a functional knowledge base, and tap into the collaborative power of such social media applications as Facebook, Linked In, Twitter, MySpace, Flickr, and YouTube. The book is part reference, part how-to manual, and part business strategy. For corporate enterprises, small businesses, and nonprofits alike, the strategies in The Social Media Bible are practical, powerful, and effective ways to connect with customers, prospects, employees, stakeholders, and collaborators. Packed with contributions from top names in the field covering virtually every major topic in social media, this is the perfect social media resource for businesses big and small. Lon Safko (Gilbert, AZ) is an innovator and professional speaker with over 20 years of experience in entrepreneurship, marketing, sales, strategic partnering, speaking, training, writing, and e-commerce. He is the founder of eight successful companies, including Paper Models, Inc. David K. Brake (Mesa, AZ) is the CEO and founder of Content Connections, a company that uses social networking strategies to help clients build economically viable relationships around their content.

Universal Methods of Design provides a thorough and critical presentation of 100 research methods, synthesis/analysis techniques, and research deliverables for human centered design, delivered in a concise and accessible format perfect for designers, educators, and students. Whether research is already an integral part of a practice or curriculum, or whether it has been unfortunately avoided due to perceived limitations of time, knowledge, or resources, Universal Methods of Design will serve as an invaluable compendium of methods that can be easily referenced and utilized by cross-disciplinary teams in nearly any design project. Universal Methods of Design : dismantles the myth that user research methods are complicated, expensive, and time-consuming ; creates a shared meaning for cross-disciplinary design teams ; illustrates methods with compelling visualizations and case studies ; characterizes each method at a glance ; indicates when methods are best employed to help prioritize appropriate design research strategies. Universal Methods of Design distills each method down to its most powerful essence, in a format that will help design teams select and implement the most credible research methods best suited to their design culture within the constraints of their projects.

This is a comprehensive collection of proven strategies and tools for effective online teaching, based on the principles of learning as a social process. It offers practical, contemporary guidance to support e-learning decision-making, instructional choices, as well as program and course planning, and development.

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