



the Worlds and The Island of Doctor Moreau. Interpreted and adapted for more than a century, Wells's texts have resisted easy categorization and are perennial subjects for emerging critical and theoretical perspectives. The author examines Well's works through the poststructuralist philosophy of Gilles Deleuze. Concepts now synonymous with science fiction--such as time travel, alien invasion and transhumanism--demonstrate Wells's intrinsic relevance to the science fiction genre and contemporary thought.

"Management Consultancy" is the definitive reference guide for all management consultants. It covers all aspects of the management consultants role and provides: guidelines on best practice, expert contributions, helpful case studies, and a complete overview of the industry. This title explores the principles behind the application of specialized management techniques to the consultancy process. It also seeks to promote an understanding of the dynamics of the client-consultant relationship. Comprehensive in its coverage and full of practical advice, techniques and useful information, it is of equal value to the MBA student, sole practitioner or professional in a large multi-national consultancy. This title is also the recommended reading for students on the MSc in Management Consultancy.

Informed teaching is built upon a clear understanding of a wide range of professional issues. Reflective Teaching and Learning in the Secondary School offers a comprehensive overview of core teaching topics for professional studies modules on secondary initial teacher education courses. Offering a critically engaged examination of practical and theoretical topics in order to encourage deeper reflection on what underpins good teaching practice, this second edition has been carefully updated to provide a contemporary introduction to secondary education. New to this edition: a new chapter on diversity, social justice and global issues in teaching a new chapter on pastoral and tutorial roles masters-level critical reading tasks in every chapter awareness of recent developments in education policy. This is indispensable reading for anyone training to teach in secondary education including postgraduate (PGCE, SCITT) and school-based routes into teaching. A companion website including activities and exemplar material can be found at:

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Many people think that animal liberation would require a fundamental transformation of basic beliefs. We would have to give up "speciesism" and start viewing animals as our equals, with rights and moral status. And we would have to apply these beliefs in an all-or-nothing way. But in Ethics and the Beast, Tzachi Zamir makes the radical argument that animal liberation doesn't require such radical arguments--and that liberation could be accomplished in a flexible and pragmatic way. By making a case for liberation that is based primarily on common moral intuitions and beliefs, and that therefore could attract wide understanding and support, Zamir attempts to change the terms of the liberation debate. Without defending it, Ethics and the Beast claims that speciesism is fully compatible with liberation. Even if we believe that we should favor humans when there is a pressing human need at stake, Zamir argues, that does not mean that we should allow marginal human interests to trump the life-or-death interests of animals. As minimalist as it sounds, this position generates a robust liberation program, including commitments not to eat animals, subject them to factory farming, or use them in medical research. Zamir also applies his arguments to some questions that tend to be overlooked in the liberation debate, such as whether using animals can be distinguished from exploiting them, whether liberationists should be moral vegetarians or vegans, and whether using animals for therapeutic purposes is morally blameless.

The Handbook of Latent Semantic Analysis is the authoritative reference for the theory behind Latent Semantic Analysis (LSA), a burgeoning mathematical method used to analyze how words make meaning, with the desired outcome to program machines to understand human commands via natural language rather than strict programming protocols. The first book of its kind to deliver such a comprehensive analysis, this volume explores every area of the method and combines theoretical implications as well as practical matters of LSA. Readers are introduced to a powerful new way of understanding language phenomena, as well as innovative ways to perform tasks that depend on language or other complex systems. The Handbook clarifies misunderstandings and pre-formed objections to LSA, and provides examples of exciting new educational technologies made possible by LSA and similar techniques. It raises issues in philosophy, artificial intelligence, and linguistics, while describing how LSA has underwritten a range of educational technologies and information systems. Alternate approaches to language understanding are addressed and compared to LSA. This work is essential reading for anyone—newcomers to this area and experts alike—interested in how human language works or interested in computational analysis and uses of text. Educational technologists, cognitive scientists, philosophers, and information technologists in particular will consider this volume especially useful.

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Educators and educational psychologists recognize transfer of learning as a significant issue in various fields of instruction.

Transfer of learning cuts across various educational domains, curricula, and methods. This book shows that transfer of learning is not just a technique of learning or instruction, but a way of thinking and knowing.

It is particularly gratifying to prepare a second edition of a book, because there is the necessary implication that the first edition was well received. Moreover, now an opportunity is provided to correct the problems or limitations that existed in the first edition as well as to address recent developments in the field. Thus, we are grateful to our friends, colleagues, and students, as well as to the reviewers who have expressed their approval of the first edition and who have given us valuable input on how the revision could best be structured. Perhaps the first thing that the reader will notice about the second edition is that it is more extensive than the first. The volume currently has 41 chapters, in contrast to the 31 chapters that comprised the earlier version. Chapters 3, 9, 29, and 30 of the first edition either have been dropped or were combined, whereas 14 new chapters have been added. In effect, we are gratified in being able to reflect the continued growth of behavior therapy in the 1980s. Behavior therapists have addressed an ever-increasing number of disorders and behavioral dysfunctions in an increasing range of populations. The most notable advances are taking place in such areas as cognitive approaches, geriatrics, and behavioral medicine, and also in the treatment of childhood disorders.

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