

Why Tango Essays On Learning Dancing And Living Tango Argentino Volume 1

FacultyAwards.org is the first and only university awards program in the United States based on faculty peer evaluation. Faculty Awards was created to recognize outstanding faculty members (as viewed by their Faculty peers) at colleges and universities across the United States. Faculty members voted through the 2014-2015 academic year for their peers at their academic departments and schools within a number of categories. Access to FacultyAwards.org to nominate and vote for Faculty was limited to university professors or faculty members at accredited U.S. institution of higher education. Faculty members were nominated and voted for by other faculty members in their own academic departments and schools. We strove to maintain an accurate peer-review process. Voting was not open to students or the public at large. In addition, faculty members voted for educators only at their own college or university. Winners for the 2014-2015 academic year, in all departments and colleges across U.S. institutions of higher education were announced in March 2015 and are permanently archived at FacultyAwards.org, as well as recognized in this 2015 print edition of the Faculty Awards Compendium. For the academic year 2014-2015 votes were cast to nominate and vote for Faculty members, and no self-voting was allowed, to assure the integrity of the whole process. This volume of the Faculty Awards Compendium includes Faculty awardees within Fine Arts, Humanities, Liberal Arts and Social Sciences Disciplines for the 2014-2015 academic year. A total of 1608 winning Faculty members in 584 higher education institutions were determined after tallying the votes. We would like to thank all Faculty members who participated in the voting process and to wish all the Faculty awardees continued success in their academic endeavors. We look forward to resuming the voting process for the 2015-2016 academic year awards.

This volume builds on the momentum surrounding queer work within environmental education, while also encouraging new connections between environmental education research and the growing bodies of literature dedicated to queer deconstructions of categories such as "nature," "environment," and "animal." The book is composed of submissions that engage with existing literature from queer ecology, queer theory, and various explorations of sexuality and gender within the context of human-animal-nature relationships. The book deepens and diversifies environmental education by providing new theoretical and methodological insights for scholarship and practice across a variety of educational contexts. Queer ecopedagogies provide important critical points of view for educators who seek broader goals centred around social and ecological justice by encouraging counter-hegemonic views of bodies, nature, and community. The scope of this book is multi- or interdisciplinary in order to cast a wide net around what kinds of spaces, relationships, and practices are considered educational, pedagogical, or curricular. The volume includes chapters that are conceptual, theoretical, and empirical. Better late than never, an old aphorism appropriately applied to this new, exhilarating, quite queer collection. Neither environmental education nor queer theory will be, I suspect, the same. My congratulations - and gratitude - to the editor and contributors. - Professor William Pinar, University of British Columbia, Vancouver, Canada Given that environmental education has generally been on the

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margins of more conventional subjects, one might have expected it to have a long history of engaging with creative, disruptive ways of thinking about place and pedagogy. And yet, with a small number of exceptions, it has not. This wonderful collection of essays should help change this. It provides a Mystery Tour of the field, showing how a failure to think queerly distorts nature and constricts educational opportunities. - Professor Michael J. Reiss, UCL Institute of Education, London.

If you are interested in Argentine tango you know that, as Veronica writes in one of her essays, "Tango, no matter your involvement in it, becomes a kind of a world separate from the rest, with its own particular joys, sorrows, difficulties, rules, goals and pleasures." And in this world there are both happiness and suffering. Whether you are a total beginner or an experienced dancer, in Veronica's essays you will discover a rich source of knowledge and inspiration as she tackles complex psychological, social and pedagogical issues in tango as a social dance and a performing art. Her essays offer a profound and well articulated reflection on the contemporary tango scene, supported by insights from psychology, neuroscience, biomechanics and bodymind techniques. What is the most effective way of learning tango? Why do we suffer so much while trying to learn it? How to stay happy and healthy while engaging intensively in this activity? Why does tango bring us so much joy and how to cultivate this joy no matter your age, looks and physical capacities? These are just some of the questions the author touches upon in this book that includes her first nineteen essays written between November 2013 and December 2014. Her essays, published as a blog on her Facebook page, are shared by tango people all over the world and translated into 14 languages so far by enthusiast volunteers.

These specially-commissioned studies cover corpus-informed approaches to researching, teaching and learning English for Specific Purposes (ESP). The corpora used range from very large published corpora to small tailor-made collections of written and spoken text, as well as parallel and contrastive corpora, in both the hard and softer sciences. Designed to tackle the problems faced by a variety of first- and second-language ESP users (specialised translators, undergraduates, junior and experienced researchers, and language trainers), the breadth of approaches enables treatment of issues central to ESP and corpus research, from corpus compilation and analysis to new applications and data-driven learning. The first full-length book on applied corpus use in France, *Corpus-Informed Research and Learning in ESP* will be of interest not only to those working in the French context, but to a wide variety of language professionals – teachers, researchers or course designers – in many countries looking at ESP from different linguistic, cultural and educational perspectives.

The table provides the food that sustains physical life. It is also the setting for people to share the fellowship that sustains cultural, community, and political life. In the vision of artist Rolando Briseño, food is a powerful metaphor, a way of understanding how culture nurtures the spirit. When cultures collide—as they inevitably do in borderlands settings—food, its preparation, and the rituals surrounding its consumption can preserve meanings and understandings that might otherwise have been lost to the mainstream social narrative. Briseño's exhibit, *La Mesa de Moctezuma/Moctezuma's Table*, originally hosted by San Antonio's Instituto Cultural Mexicano and later by the Instituto de México, Montreal, Canada, brings to vivid life the artist's conception of food as life source, social symbol, and embodiment of meaning. Now, editor Norma E. Cantú has

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gathered the art, along with the words of fifteen poets, writers, artists, and scholars who reflect in various ways on the layers of interpretation to be derived from Briseño's works. Their thoughts provide focal points for musings about food, transborder relationships between food and art, personal connections to food, individual works within the exhibit, and the intense and immediate connections among culture, food, and self.

Anthrax attacks, 9-11, Beltway Sniper Attacks, foiled jihad Illinois shopping mall attack, terrorist plot on Fort Dix military base in New Jersey, the bombing of a military recruiting station in Times Square, Arkansas military recruiting station shooting, foiled car bombing in Times Square, and an Indiana Federal Prison pipe bomb attempt are just a few of the activities involving terrorist in America in the 21st Century. Jihad, Hezbollah, IRA, and the PLO are some of the first thoughts that come to mind when the word terrorism is heard. Israel, Iraq, Oklahoma, New York, Afghanistan, Syria, New Jersey, and Iran are among the first places that come to mind when speaking of terrorism. Religion and politics are among the primary reasons for terrorist activity. What about another association? Is it possible that the American Educational System has been infiltrated by terrorist or other haters of America? Is it possible that the American Educational System has become a vehicle or pawn through which terrorist can hide and better implement their agenda to destroy American freedom and lives?

Sentence First, Arguments Afterward collects the most important papers of Lila Gleitman's career, spanning over 50 years of work. These papers explore the nature of linguistic knowledge in children and adults by asking how children acquire language, how language and thought are related, the nature of concepts, and the role of syntax in shaping the direction of word learning. With an exclusive foreword by Noam Chomsky and an essay by Jeffrey Lidz contextualizing Gleitman's work in the emergence of the field of cognitive science, this book promises to be valuable both for its historical perspective on language and its acquisition and for the lessons it offers to current practitioners.

Essays on Aesthetic Education for the 21st Century, co-edited by Tracie Costantino and Boyd White, brings together an international collection of authors representing diverse viewpoints to engage in dialogue about the ongoing critical relevance of aesthetics for contemporary art education.

The Revolt of the Pendulum is an essay collection that shows Clive James at his most dazzling and versatile best. From the rules of grammar to the fundamentals of religion, from the culture of fandom to the cult of the critic, it's all there: his customary wit, learning and understanding; his precise way with words and pointed comments; his ear for language and eye for detail; his ability to focus on the finer points and the bigger picture simultaneously – not to mention the sheer scope of his subject matter. 'Clive James has a fantastic range and depth of knowledge. He is, at times, miraculously funny. He writes knowledgeably and with passion about literature, and especially poetry. His opinions are his own; he knows about classical music, show tunes and pop. He knows about politics and history. He understands people too. And he makes good jokes . . . There's only one Clive James' Sam Leith, Spectator

Our hearts so often burst with the fullness of treasured moments in time. As we continue on this exciting journey called life, we stop often and realize that each of us has everything within us to be content. To be capable of inner wisdom in giving and receiving unconditionally, to count our blessings in every lovely sights, to see in the Music from high to low what leads the Body to the Dance and becomes an inspiration toward keeping a healthy body and soul. Throughout the ages, Music and Dance have been a connecting golden thread between the people of

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all countries. Dance has continued to nourish our soul in the direction of happiness, good health, faith and serenity. There is always and forever the joy of the Music and the Dance. To dance well is equivalent to speaking a language fluently and the skill of communicating in a language fluently may lead society to peace.

Presents the philosophy and values of Hirose Tanso, a scholar, educator, and poet whose well-articulated educational program was partly responsible for the relative ease with which Japan emerged from hundreds of years of self-imposed isolation and became a powerful modern nation.

This book is a collection of essays on tango by Veronica Toumanova written between October 2013 and December 2014.

Throughout its long and colorful history, Walt Disney Studios has produced scores of films designed to educate moviegoers as well as entertain them. These productions range from the True-Life Adventures nature documentaries and such depictions of cutting-edge technology as *Man in Space* and *Our Friend the Atom*, to wartime propaganda shorts (*Education for Death*), public-health films (*VD Attack Plan*) and coverage of exotic cultures (*The Ama Girls*, *Blue Men of Morocco*). Even Disney's dramatic recreations of historical events (*Ten Who Dared*, *Invincible*) have had their share of educational value. Each of the essays in this volume focuses on a different type of Disney "edutainment" film. Together they provide the first comprehensive look at Walt Disney's ongoing mission to inform and enlighten his worldwide audience.

This book calls for a different understanding of the professional preparation of pre-service teachers, critically reflecting on issues of caring and gender, and challenging the dominance of 'words only' educational research methodologies. Using conceptual tools from visual anthropology, cultural studies, feminism and critical pedagogy, Fischman focuses on the educational dilemmas that students and professors in teacher education programs face within institutions that reinforce, rather than challenge, oppressive class, racial, ethnic and gender dynamics. He pays special attention to the transmission of models of teaching that are invested of essential masculine and feminine patterns that potentially lead to two very distinctive professional careers: one that is associated with 'dedication' and 'care', and a second that emphasizes 'order' and 'command'.

This work includes Forewords by Benjamin Maoz and John Salinsky, Professor Emeritus of Psychiatry, Faculty for Health Sciences, Ben Gurion University of the Negev, Israel; General Practitioner, Course Organiser and Author, London. 'Two very close friends - a clinical psychologist and a family physician, decide to correspond quite spontaneously with one another via email, each from his vantage point in the therapeutic realm. The work of clinicians in most areas of the health field is stressful and overwhelming and often very lonely. These factors encouraged us to negotiate some very intimate professional moments with one another, each of us reflecting, from his unique perspective, on the dilemmas, doubts, struggles, and rewards of treating our patients...' This book offers insights into the emotional, professional and personal lives of two clinicians. The enlightening stories bring consultations to life, and explore ideas of knowledge, communication, healing and the true meaning of care. Each case offers a glimpse of everyday patients, pressures and lessons. "Behind the Consultation" is ideal for all health and social care professionals. Academics and educators with an interest in medical humanities will also find it invaluable. 'This is not a systematic teaching book of therapeutic skills or methods, but it is a treasury of stories that lead the reader to look into the world of emotions, dilemmas and open questions. Those who would like to learn more of what happens once the door is closed and therapist and

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patient meet, will benefit from these fascinating stories and later use them in their own personal or professional life. Reading this book of human interactions is, in itself, a process of learning through experience, an enrichment of ones own personality.' - Benjamin Maoz, in the Foreword.

This volume brings together papers on a wide spectrum of topics within the broad area of language acquisition, stressing the interconnections between applied and theoretical linguistics, as well as language research methodology. These contributions in honor of Professor Jan Majer have been grouped in two sections: language learning, and discourse and communication. The former discusses issues varying from aspects of first, second, and third language acquisition, individual learner differences (i.e. gender, attitudes, learning strategies), and second language research methodology to the analysis of features of learner spoken language, the role of feedback in foreign language instruction, and the position of culture in EFL textbooks. The second part of the volume offers a theoretical counterbalance to the applied nature of the first one. Here, the contributions touch upon spoken and written language analysis, language awareness, and aspects of the English language; also, selected issues of language philosophy are discussed. The wide range of topics covered in the publication, authored by specialists in their respective areas, reflects Professor Majer's academic interests and corresponds to the complex nature of the general field the volume aims to portray. Learning strategies for critical thinking are a vital part of today's curriculum as students have few additional opportunities to learn these skills outside of school environments. Therefore, it is of utmost importance for pre-service teachers to learn how to infuse critical thinking skill development in every academic subject to assist future students in developing these skills. The Handbook of Research on Critical Thinking Strategies in Pre-Service Learning Environments is a collection of innovative research on the methods and applications of critical thinking that highlights ways to effectively use critical thinking strategies and implement critical thinking skill development into courses. While highlighting topics including deep learning, metacognition, and discourse analysis, this book is ideally designed for educators, academicians, researchers, and students.

During the second half of the twentieth century, Ann Brown was one of the world's premier researchers into the cognitive development of young children. Sponsored by the Spencer Foundation, this edited festschrift honors her work and memory by bringing together a collection of original studies that extend many of the theories and themes of Brown's earlier work. Most of the contributors are researchers who once worked with Brown.

'Leerschool van Tara Westover is een gelaagde zoektocht naar een persoonlijk bewustzijn.' * * * * - Freek de Jonge in de Volkskrant 'Dit is een ongelooflijk boek [...] Ik kan niet begrijpen dat ze bij De Wereld Draait Door, dat boekenpanel, niet meteen heeft geroepen 'dit is fantastisch, dit moet je lezen, dit is ongelooflijk'. - Maarten 't Hart 'Schitterend. Er gaat niets boven het ontdekken van een jonge schrijver met zoveel kracht en talent.' - Stephen Fry 'Het is het indrukwekkende en schrijnende verhaal van een vrouw die zich met veel moeite weet te ontworstelen aan een gezin waarvan de ouders afzondering zoeken van de wereld, en de pijn die de breuk veroorzaakt.' - Trouw Al op jonge leeftijd moeten Tara en haar zes broers en zussen risicovol werk verrichten in het bedrijf van hun vader. Ze leren een heftruck te besturen en

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verzamelen schroot op het erf om in het onderhoud van de familie te voorzien. Het gezin leeft zo afgesloten van de gemeenschap dat er niemand is om Tara te onderwijzen, haar naar een dokter te brengen na een ernstig ongeluk, of om in te grijpen wanneer haar broer gewelddadig wordt. Tara slaagt er echter in zichzelf wiskunde en grammatica bij te brengen en ze wordt aangenomen aan Brigham Young University. Daar begint haar weg tot zelfontplooiing, waarbij ze niet alleen worstelt met haar gebrek aan kennis door haar geïsoleerde opvoeding, maar ook tot de pijnlijke conclusie moet komen dat een breuk met haar familie onvermijdelijk is.

In der Corona-Zeit haben wir die Technik zu schätzen gelernt: Dank Internet waren wir weiterhin mit der Außenwelt verbunden, Videokonferenzen und Online-Seminare schossen wie Pilze aus dem Boden. Doch können wir im digitalen Zeitalter überhaupt noch Mensch sein? Oder übernimmt die Digitalisierung unser Leben? Human Business stellt den Menschen in den Mittelpunkt - sei es Mitarbeiter, Unternehmer, Kunde oder gesellschaftliches Umfeld. Human Business steht für ein neues, gemeinsames Verantwortungsbewusstsein und eine von Vertrauen und Respekt geprägte Unternehmenskultur. Inhalt Die Wiederentdeckung des Menschen - Wesensmerkmale des Human Business Gestaltungsprinzipien für ein Human Business Bessere Ergebnisse durch Spaß und Freude Menschliche Gestaltungsräume oder das Hamsterrad zum Stehen bringen Die goldene Regel für das digitale Zeitalter Einstieg ins Human Business Design: Hindernisse überwinden, neue Potenziale entfalten Die Zukunft ist menschlich: Führung für morgen

No one knows colleges better than The Princeton Review! Not sure how to tackle the scariest part of your college application—the personal essays? Get a little inspiration from real-life examples of successful essays that scored! In *College Essays That Made a Difference*, 6th Edition, you'll find:

- More than 100 real essays written by 90 unique college hopefuls applying to Harvard, Stanford, Yale, and other top schools—along with their stats and where they ultimately got in
- Tips and advice on avoiding common grammatical mistakes
- Q&A with admissions pros from 20 top colleges, including Connecticut College, Cooper Union, The University of Chicago, and many more

This 6th edition includes application essays written by students who enrolled at the following colleges: Amherst College Barnard College Brown University Bucknell University California Institute of Technology Claremont McKenna College Cornell University Dartmouth College Duke University Georgetown University Harvard College Massachusetts Institute of Technology Northwestern University Pomona College Princeton University Smith College Stanford University Swarthmore College Wellesley College Wesleyan University Yale University

The role of educational developer in the realm of service-learning and community engagement (S-LCE) is multidimensional. Given the potentially transformational nature--for both faculty and students--of the experiences and courses in whose design they may be directly or indirectly involved, as well as their responsibility to the communities served by these initiatives, they have to be particularly attentive to issues of identity, values, and roles. As both practitioners and facilitators, they are often positioned as third-space professionals. This edited volume provides educational developers and community engagement professionals an analysis of approaches to faculty development around service-learning and community

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engagement. Using an openly self-reflective approach, the contributors to this volume offer an array of examples and models, as well as realistic strategies, to empower readers to evolve their faculty development efforts in service-learning and community engagement on their respective campuses. It is also a call for recognition that the practice of S-LCE needs to be institutionalized and improved. The book further addresses the field's potential contributions to scholarship, such as the scholarship of teaching and learning (SoTL), publically engaged scholarship, and collaborative inquiry, among others. The case studies provide an outline of program models and promising practices, including an authentic analysis of the institutional context within which they operate, the positionality of the practitioner-scholars overseeing them, the resources required, and the evidence related to both successes and challenges of these approaches. The contributed chapters are organized under four themes: the landscape of faculty development and community engagement; models of faculty development in S-LCE; challenges and opportunities in pedagogy and partnerships; and engendering change in educational development.

A woman's story of learning to dance, and becoming comfortable in her own skin and in the arms of others: "Witty, incisive [and] vibrantly intelligent."—Kirkus Reviews (starred review) Tango was an unlikely choice for Meghan Flaherty. A young woman living with the scars of past trauma, she was terrified of being touched and shied away from real passion. But by her late twenties, she knew something had to change. So she dug up an old dream and tried on her dancing shoes. In tango, there's a leader and a follower, and, traditionally, the woman follows. As Meghan moved from beginner classes to the late-night dance halls of New York's vibrant tango underground, she discovered that more than any footwork, the hardest and most essential lesson of the dance was to follow with strength and agency; to find her balance, regardless of the lead. And as she broke her own rule—never mix romance and tango—she started to apply those lessons in every corner of her life. Written in wry, lyrical prose, and beautifully enriched by the vivid history and culture of the dance, *Tango Lessons* is a transformative story of conquering your fears, living your dreams, and enjoying the dizzying freedom found in the closest embrace. "Like *Sweetbitter*, this is a memoir of a young woman trying to make it in contemporary New York City. Like *H Is for Hawk* and *Julie and Julia*, it is also portrait of obsession...Flaherty is self-aware and writes beautifully."—New York Journal of Books "Flaherty's writing contains moments of real beauty."—Newsday

This collection showcases the latest innovations in research on the application of corpora and corpus-based methods in ESP/EAP writing instruction and the many ways in which corpora can be successfully and practically integrated in ESP/EAP programmes. While previous work has discussed the successful use of corpora in teaching writing in the areas of ESP/EAP, this book is the first of its kind to bring the most up-to-date research on the topic together in one place. The volume's unique structure mirrors the key stages of the writing instruction

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process, from preparation to exploitation to analysis. The book begins by showing how corpora can be used to prepare materials, moving into an exploration of how students in ESP/EAP programmes use corpora in practice, before bringing the discussion full circle to the ways in which corpus-based approaches might be implemented to analyse ESP/EAP student writing. This approach presents readers with insights into how corpora can be effectively integrated into ESP/EAP writing instruction at every step of the process and opens the way for future areas of study. This book will be of particular interest to students and researchers in applied corpus linguistics, English for Specific Purposes, and English for Academic Purposes, as well as active practitioners in ESP/EAP writing instruction.

A young drifter with a passion for solitude and carpentry, Carlisle McMillan purchases some land near Wolf Butte, South Dakota, a region considered sacred by the Sioux, and sets out to build a life for himself among the locals, including the beautiful "witch" Susanna Benteen, until a highway is proposed that will transverse his property and the sacred Wolf Butte. 250,000 first printing.

A "lively" memoir of a woman finding the cure for a broken heart in the world of ballroom dancing (Booklist). Maria Finn's husband was cheating. First she threw him out. Then she cried. Then she signed up for tango lessons. It turned out that tango had a lot to teach about understanding love and loss, about learning how to follow and how to lead, how to live with style and flair, take risks, and sort out what it is you really want. As Maria's world begins to revolve around the friendships she makes in dance class and the milongas (social dances) she regularly attends in New York City, we discover with her the fascinating culture, history, music, moves, and beauty of the Argentine tango. With each new dance step she learns—the embrace, the walk, the sweep, the exit—she is one step closer to returning to the world of the living. Eventually Maria travels to Buenos Aires, the birthplace of tango—and finds the confidence to try romance again.

Theory and Methods for Public Pedagogy Research introduces promising new methods of public pedagogy research centered around transforming rather than explaining knowledge. The new methods are premised on a new theorisation of public pedagogy which recognises the educative agent. The agency of the public to speak, to be heard, to know is manifest as the educative agent speaks their knowledge and the researcher must be attentive to that speaking. This work extends the well-established intellectual projects in the field to introduce four new methods for public pedagogy research: organisation, performance, curation and researcher. A key focus of this work is attending to how the circulation of knowledge in non-formal settings can be recognised. It examines the under-published area of pedagogy and research in public spaces and engages post-qualitative approaches to inquiry to open up the field. Moreover, it explores the possibility of performances, art exhibitions and museums as public spaces of knowledge generation and pedagogy. It also shows how research can be applied in practice in public pedagogy to discover best practices for working in these

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spaces. Finally, it confronts and critiques the dilemmas of public pedagogy research and the limits of research methods which have previously been deployed in this field. This book will be of interest to researchers and students in the field of public education and teaching in a variety of social science and arts disciplines, and education.

Een meeslepende en warmbloedige roman over drie generaties vrouwen, op zoek naar liefde en authenticiteit. Op nieuwjaarsdag 1901 komen de bewoners van een klein dorp in Uruguay bijeen om een wonder te aanschouwen, de terugkeer van de verdwenen baby Pajarita. Als jonge vrouw trouwt Pajarita met een Italiaanse immigrant en samen stichten ze een gezin in Montevideo, een bruisende stad vol ongekende mogelijkheden. Het is de stad waar dochter Eva haar dromen najaagt in tango, literatuur en poëzie, en de stad waar kleindochter Salomé haar leven riskeert voor de extreem linkse bevrijdingsbeweging Tupamaros. Net als haar moeder en grootmoeder voor haar maakt Salomé haar eigen keuzes, keuzes waarvoor ze offers moet brengen die de generaties na haar blijvend zullen beïnvloeden.

Population diversity is becoming more prevalent globally with increasing immigration, emigration, and refugee placement. These circumstances increase the likelihood that a child will be raised speaking a different language in the home than the common language used in each country. This necessitates the development of comprehensive strategies that promote second language learning through the adoption of new technological advancements. *New Technological Applications for Foreign and Second Language Learning and Teaching* is a scholarly publication that explores how the latest technologies have the potential to engage foreign and second language learners both within and outside the language classroom and to facilitate language learning and teaching in the target language. Highlighting a range of topics such as learning analytics, digital games, and telecollaboration, this book is ideal for teachers, instructional designers, curriculum developers, IT consultants, educational software developers, language learning specialists, academicians, administrators, professionals, researchers, and students.

Since most research on work focuses on paid work, and most literature on education concentrates on schools, it is not surprising that studies on the relations between work and learning emphasize the relations between paid employment and organized education. This unique book deals with an area that has been rarely covered in the literature on work and education: the connections between volunteer work and informal learning. Through a variety of examples, ranging from the Red Cross to teacher-labourers, from cooperatives to social housing, and from participatory democracy to environmental social movements, this volume examines the learning dimension of volunteer work in different contexts. It also considers the special case of volunteerism among recent immigrants. The case studies analyze three basic types of voluntary organizations: those providing social services, representing local communities and mobilizing for social change. The chapters include profiles of the actual work their members do and detailed accounts of the learning practices they are engaged in during their work, and the impact of such learning on their personal and professional development. The concluding chapter offers a comparative analysis, practical

