

1: The sick role and the role of the physician reconsidered.

Women's Role Reconsidered: Sisters on Staff on Douglas Jacoby | This paper "disappeared" from the website for over a year. Although the original was written This paper "disappeared" from the website for over a year.

Gibson asserted that affordances are the primary objects of perception. Trying to combine the insights of both Gibson and Darwin, Reed developed a selectionist view in which affordances are conceived as resources that exert selection pressures, giving rise to animals equipped with action systems. Current developments in evolutionary biology indeed ask for a reconsideration of the role of affordances in the evolution of perceptual and action systems. Adopting a niche construction perspective, we reexamine the role of affordances in the evolutionary process. It is argued that affordances and their utilization, destruction, and creation are central elements in evolutionary dynamics. The implications for ecological psychology and evolutionary theory are explored. It was introduced in the 1970s by James Gibson, the founder of this movement, to refer to the action possibilities that the environment offers the animal. For example, for humans the ground is walk-on-able, chairs are sit-on-able, water affords drinking, and so on. Ever since the mechanization of the worldview, philosophers and later psychologists have generally regarded the environment as meaningless, consisting merely of matter and motion. The experienced meaningful world, then, is thought to emerge in the perceptual processes. And these meaningful action possibilities can, according to Gibson, be directly perceived. In fact, they are the primary objects of perception. Over the years it has inspired many ecological psychologists e. Indeed, the idea that animals perceive their environments primarily in terms of affordances is very attractive from an evolutionary perspective. After all, in order to survive and reproduce it is of primary importance that animals perceive what affords eating, locomotion, danger, and so on. Hence, it is quite likely that animals should evolve so as to perceive the action possibilities in their environments. And although it is hard to demonstrate empirically that affordances are the primary objects of perception, recent studies have revealed that humans are fairly accurate in perceiving what behavior the environment affords e. Although the idea that animals perceive their environments in terms of affordances is attractive from an evolutionary perspective, the role that affordances play in the evolution of perceptual and action systems is still unclear. In fact, Reed a, , was one of the few authors who made explicit statements about the role of affordances in this process. Being inspired by both Gibson and Darwin, Reed put the concept of affordance in the context of evolutionary theory. More precisely, adopting a selectionist perspective, he developed the view that affordances are resources that exert selection pressures, giving rise to animals equipped with action systems. Furthermore, if the critique is right, the role of affordances in evolutionary dynamics needs to be reanalyzed. The present paper aims at doing so. It is argued that this view indeed runs counter to current developments in evolutionary thinking. Hence, to reexamine the role of affordances in the evolutionary process, we adopt a niche construction perspective instead. This view of the evolutionary process emphasizes the animal's environment coupling in the evolution of both animals and their environments. We will argue that affordances and their utilization, construction, and destruction play key roles in evolutionary dynamics. We end our paper by exploring the implications for ecological psychology and evolutionary theory. Reed himself once enumerated the following scholars as his main sources of inspiration: Darwin, Gibson, Piaget, Marx, and Vygotsky. In several of these papers, Reed e. When it comes to an understanding of animal perception and behavior, Reed was convinced that evolutionary theory might benefit from an ecological perspective, and vice versa. An ecological perspective is needed to understand the evolution of organisms. Reed b, argued that Darwin, given his emphasis upon the importance of the behavioral ecology, had already developed such a perspective. In fact, in his studies on earthworms Darwin, , the father of modern biology already came close to the development of the ecological concepts of information and affordances Reed, b, And these concepts, Reed asserted, are crucial in the understanding of the evolution of psychological functions. The ecological approach that Reed developed was relentlessly selectionist. Following several biologists e. The theory of selectionism that Reed defended was based on two ideas. Population thinking, Reed , stressed, applies at all levels of biological organization, from neural cells to individual organisms to groups of animals. That is, there is variation among

all biological entities; they are unique with respect to each other. Among all biological entities there is always competition for resources. It is this omnipresent competition that implies a ubiquitous selection process. After all, because there is variation among the competitors, and the resources are not conserved and sometimes scarcely available, the biological entities that are more successful in exploiting the resources are selected over others. Especially when the availability is limited, resources can exert severe selection pressures. What the resources are, however, depends on the level of biological organization. For instance, cells compete for inorganic macromolecules, and at the level of behavior and perception there is competition for affordances and information, respectively Reed, As Reed asserted in his last portrayal of his ecological perspective: The fundamental hypothesis of ecological psychology and of this book is that affordances and only the relative availability or nonavailability of affordances create selection pressure on the behavior of individual organisms; hence behavior is regulated with respect to the affordances of the environment for a given animal. Among these systems are the basic orienting system, the locomotion system, the appetitive system, and the performatory system, each of which has evolved to take advantage of different types of resources. Setting out his ideas about affordances and the evolution of action systems, Reed a, backed up his theory with some empirical findings. The most important evidence that he presented is the phenomenon of convergent evolution: Reed , for instance, presented the example of flying behavior, which many species have evolved independently. Although the morphological adaptations for this form of locomotion vary widely, the behavioral pattern of jump and glide often via a sail-like flap of skin are strikingly convergent. It suggests that evolution gives rise to animals that are capable of taking advantage of the relatively persistent affordances in the environment. In addition, Reed presented evidence for his theory of the role of affordances in the process of evolution. Rose, ; Ruse, It is important to note that the above critics of the selectionist view do not take aim at the idea of variation and selection. In fact, they fully embrace this central tenet of evolutionary theory. What they criticize is the lack of relational thinking in the traditional selectionist view. Generally speaking, this view treats the animal and the environment as two separate entities. The environment is said to exist prior to and independent of the animal. And through the process of evolution by natural selection, organisms evolve that fit in to this preexisting environment. This view of the evolutionary process is perhaps best captured in the metaphor of adaptation Lewontin, , But, as Lewontin , argued, this view of the evolutionary process and the allied conception of the environment is seriously flawed. There is no environment independently of organisms; there is no environment that has to be filled. After all, an environment implies an organism. The physical world exists independently of organismsâ€”it will not cease to exist in the absence of species. The environment, on the other hand, is determined by the organisms: An environment is something that surrounds or encircles, but for there to be a surrounding there must be something at the center to be surrounded. The environment of an organism is the penumbra of external conditions that are relevant to it because it has effective interactions with those aspects of the outer world. Indeed, Reed has been claimed to conceive affordances as resources that exist prior to the animals e. However, to our minds, this critique needs more nuance. By and large, ecological psychologists have argued for a relational conception of the environment that at first blush is consistent with current trends in evolutionary thinking. They, too, argue that the properties of an animal determine what constitutes the environment. Indeed, this idea is central in the concept of affordance. In other words, an affordance does not exist independently of an animal; rather, it implies a fit between the animal and environment. For example, it is the properties of a cup i. Although the ontological status of affordances is still a highly debated topic, the vast majority of ecological psychologists take this mutuality as central in their conceptualization of action possibilities and, thus, the environment e. And Reed was no exception. Although he openly criticized some mutualists see, e. According to Reed, the existence of a biological process is a necessary prerequisite for something to be a resource. Hence, in defining affordances, Reed did not claim that affordances preexist animals; instead he defined them relationally. However, the earlier critics Chemero, ; Costall, of Reed seem right when it comes to his evolutionary analyses of affordances and action systems. In the latter, he often did not bear witness to a relational conception of the environment. In fact, the view that he espoused at certain points is the classic selectionist view of evolution in which species are molded by natural selection to fit preexisting environments. Thus, the environmental

property the gliding potential of air exists prior to the evolution of flying behavior, and animals evolve so as to exploit this particular resource. Reed adopted here the classic selectionist line of thinking at which authors like Lewontin, took aim. Hence, although Reed argued that affordances should be defined relative to a population, his evolutionary account of action systems suggests at certain points that affordances preexist a population. But if one takes mutualism seriously, affordances do not preexist animals; they do not exert selection pressures, explaining the origin of action systems. *Animals Construct Their Environments* A second, and related, point of critique is that the selectionist view of evolution inadequately characterizes the causal relation between animal and environment in the evolutionary process. The selectionist view conceives this relation as a one-way causation. Through natural selection, the environment is said to mold the animal, but the animal does not significantly shape the environment. In the evolutionary process, there is no one-way causation between animal and environment. Animals are not only molded by the environment, they also alter their environment, and do so in a non-random way. Indeed, animals and their environments evolve together. Hence, to capture the relation between animal and environment, Lewontin, suggested that the metaphor of adaptation needs to be replaced by the metaphor of construction. Animals not only determine what constitutes the environment, they also literally construct it. In fact, niche construction is ubiquitous in the animal kingdom—even the lowest animals are capable of it.

2: Role Reconsidered - UCL IOE Press

Role Reconsidered will be essential reading for teachers and teacher educators and for all those who follow developments in the field of drama. Read more Read less "The Dream Daughter" by Diane Chamberlain.

Features Viruses Reconsidered The discovery of more and more viruses of record-breaking size calls for a reclassification of life on Earth. In the mids, based on the analysis of the ribosomal genes of these organisms, Carl Woese and others proposed a classification that divided living organisms into three domains: And viruses are still largely considered to be nonliving biomoleculesâ€™ a characterization spurred, in part, by the work of Nobel laureate Wendell Meredith Stanley, who in succeeded in crystallizing the tobacco mosaic virus. Even after crystallization, the virus maintained its biological properties, such as its ability to infect cells, suggesting to Stanley that the virus could not be truly alive. Recently, however, the discovery of numerous giant virus speciesâ€™ with dimensions and genome sizes that rival those of many microbesâ€™ has challenged these views. In , my colleagues and I announced the discovery of Mimivirus, a parasite of amoebae that researchers had for years considered a bacterium. Since then, a number of other startlingly large viruses have been discovered, most recently two Pandoraviruses in July , also inside amoebas. Those viruses harbor genomes of 1. Now, with the advent of whole-genome sequencing, researchers are beginning to realize that most organisms are in fact chimeras containing genes from many different sourcesâ€™ eukaryotic, prokaryotic, and viral alikeâ€™ leading us to rethink evolution, especially the extent of gene flow between the visible and microscopic worlds. Genomic analysis has, for example, suggested that eukaryotes are the result of ancient interactions between bacteria and archaea. In this context, viruses are becoming more widely recognized as shuttles of genetic material, with metagenomic studies suggesting that the billions of viruses on Earth harbor more genetic information than the rest of the living world combined. These studies point to viruses being at least as critical in the evolution of life as all the other organisms on Earth. In those images, we saw a small virus infecting the giant virus. I named these new virus-infecting viruses virophages, echoing the term bacteriophages, which is used to describe viruses that infect bacteria. Sputnik replicates using the viral factory that Mamavirus creates within its amoeba host. Other researchers have since found virophages in the giant virus known as the Cafeteria roenbergensis virus CroV and the alga-infecting large DNA viruses called phycodnaviruses. The presence of virophages in these viruses appears to inhibit the growth of the giant virus, which would otherwise kill the host cell. Parallel examples are seen in the bacteriophages, with those viruses often mediating the effects of bacterial parasites on eukaryotic hosts. Thus, like other viruses, virophages may play a critical role in interspecies dynamics and entire ecosystems. We also discovered a parasitic element that I named the transpoviron. This transpoviron can jump into the genome of the virophage or of the giant virus to be reproduced within the amoeba host. These gene-shuffling parasites make giant viruses a hotbed of diversity. La Scola et al. Despite the fact that viruses use the same genetic code as verifiably living things, science long classified them as mere collections of biomolecules. And because scientists assumed that viruses had both an upper size limit of just 0. That thinking started to change in the early s, when my colleagues and I identified an unknown virus living inside an amoeba. Transmission electron microscopy images depicting its ultrastructure, along with the determination of its genome sequence in , 3 however, confirmed that it was, in fact, part of the viral world. Mimivirus has no ribosomal genes, but its genome contains more than 1, genesâ€™ three times more than any virus known at the time. Its genome is larger than that of many bacteria and archaea and comparable to some eukaryotic genomes. Mimivirus was no ordinary virus. Unlike most other viruses, Mimivirus carries genes that encode translational machinery for replication. Within about 16 hours, the amoeba is dead, and a single virus has replicated into 10, particles in an incredibly rapid and dynamic process. Genes identified in metagenomic studies hint at the presence of such giant viruses all over the world. Researchers are now searching in earnest for new giant viruses, and numerous groups are scouring myriad environments for more clues about this new viral form. In our laboratory alone, we have found more than 50 different types of giant virus belonging to two new viral families: Analyzing the genomes of these viruses, we realized that they are chimerasâ€™ in other words, these giant viruses exchange genetic material with their hosts

and with other parasites that share the same hosts. The viruses also share several genes with large DNA viruses, a class of viruses too small to be viewed under an optical microscope. Large DNA virus genomes range from 50 to kilobases and have similar architecture: This genome architecture is largely shared by the giant viruses known to science, prompting the field to classify them as a new order, Megavirales, and place them as a sister group to large DNA viruses in the viral tree. A fourth branch of life? Now, I propose that there are four. Of course, phylogenetic trees are typically constructed using ribosomal genes, which are totally absent in viruses. Trees constructed using these genes show that viruses are at least as old as the three traditional domains proposed by Woese. By clustering genes with a known function we found that four groups with different genetic repertoires emerged, corresponding to giant viruses, archaea, bacteria, and eukaryotes. In this way, giant viruses should take their place among microbes—and, more importantly, among the living—as a fourth branch of life. Some giant virus genes are highly similar to each other, and to those of other microbe groups, suggesting these genes—and giant viruses—have an ancient origin. Some researchers, such as Patrick Forterre of Paris-Sud University and the Institut Pasteur in France, believe that giant viruses are the origin of the eukaryotic nucleus; the previously established theory of viral eukaryogenesis posits that large DNA viruses played this role. In part due to its catalytic potential, RNA is hypothesized to have been the molecular basis of first life on Earth. Forterre argues that early RNA cells and ancient RNA viruses, perhaps derived from these early cells, coexisted at that time and that early RNA cells were likely to have been parasitized by these viruses. Evolving a genome of DNA could have guarded these viruses against attacks from their hosts, which may have begun to evolve RNA-specific defenses to protect themselves against viral infection. Then, as viruses borrowed and returned the genetic material of their hosts, they would have shared DNA genes, which are more stable and would have therefore been favored by natural selection. While all of these theories are just that, and much work is needed to understand the origin and evolution of life on Earth, it is clear that the long-neglected viruses are central to answering these questions. Giant viruses have been missed in metagenomic studies of viruses because the first step of these studies is to filter out anything larger than 0. Furthermore, when we studied the virome of healthy blood donors, sans filtration, we found *Marseillevirus*. In our lab, a technician working with *Mimivirus* came down with pneumonia, and after testing his own serum for *Mimivirus* antibodies, he came into my office and told me he believed he got sick from his contact with the giant virus. Only *Marseillevirus* DNA was detected in the node, and the child had antibodies to the giant virus in his blood. It remains unclear, however, how commonly giant viruses cause acute illness. In addition to being entirely overlooked until recently, the viruses harbor so much gene variability that they can be difficult to detect via PCR. Further investigation is needed to determine the incidence and importance of giant viruses for public health. Amoeba viruses with genomes up to 2.

3: Viruses Reconsidered | The Scientist Magazine®

Role Reconsidered: A Re-Evaluation of the Relationship Between Teacher-In-Role and Acting by Judith Ackroyd starting at \$ *Role Reconsidered: A Re-Evaluation of the Relationship Between Teacher-In-Role and Acting* has 1 available editions to buy at Alibris.

What might the faculty look like in ? We suspect it may be quite different from both of the models that currently predominate: Over the last fifty years, higher education has moved from being a mostly elite enterprise to one that serves a large and diverse public. New institutional types and approaches to education have emerged, and the faculty today is certainly not a homogeneous group. But despite the fact that approximately 70 percent of instructional faculty are now outside the tenure system, the ideal of tenured research faculty persists. New models of faculty work may be present on some campuses, but they have largely not been viewed as ideal models for the future. While there have been calls for rethinking the faculty for well over three decades, little progress has been made. In fact, most of the changes that have occurred, like the increasing reliance on adjuncts, have further deprofessionalized the faculty. In contrast, positive efforts that might move the faculty forward have gained limited traction. Most of these efforts have focused on expanding faculty work to include important areas that are marginalized, such as teaching or community engagement and service. Preparing Future Faculty, a joint initiative of the Association of American Colleges and Universities and the Council of Graduate Schools, examined ways to educate graduate students about the many different institutional types and missions that exist and to better align faculty preparation with these diverse roles. But such efforts took place at a time when fewer faculty members were teaching on contingent appointments, and they were often met with resistance or lacked broad scale. No models have yet emerged as an alternative to current arrangements at scale. Earlier research from the Delphi Project on the Changing Faculty and Student Success has indicated that new faculty models have been difficult to develop in part because there is no shared vision among key stakeholder groups for the future of the faculty. Lacking any compelling options or ideas around which changes might coalesce, the enterprise has remained at a standstill or devolved as non-tenure-track mostly part-time positions have grown. Most commentators suggest that faculty members and administrators are at odds about the faculty role. We wanted to test this assumption by surveying different groups about their views of the future faculty. In particular, we wanted to test the proposition that unions and unionized faculty are preventing the development of new, more productive faculty roles. Our survey study included tenure-track and non-tenure-track, part- and full-time, and unionized and nonunionized faculty members; campus administrators; board members; accreditors; and state-level higher education policy makers. We examined views on the attractiveness and feasibility of potential attributes of new faculty models to advance the conversation around the future of the faculty in meaningful and concrete ways. The survey included thirty-nine two-part scaled response items, each presenting a potential attribute of a future faculty model. These survey items were organized into eight categories related to faculty roles: Our total sample numbered 1, with more than 1, faculty members of all types and approximately administrators provosts and deans and policy makers. We focus here on responses from faculty and campus administrators, since participants from other groups were quite small in number. There is general agreement on the attractiveness of many of the ideas presented in the survey, indicating potential for common ground and a way forward in creating new faculty roles. In our report, we define varying levels of interest and agreement as follows: Support at or above 75 percent on a survey item is termed strong interest or strong views on the attractiveness of an idea. When seven of eight groups fell into these defined ranges, there was strong agreement, and when all eight groups fell into these ranges, there was unified agreement among stakeholder groups. We found agreement about the desirability of 1. Our findings dispel the pervasive myth that an impassable gulf exists between different groups on views about the faculty. The groups viewed greater flexibility and variation in the foci of faculty work and roles as changes worth strongly considering. This would allow faculty to have differentiated roles focusing primarily on teaching, research, or service, rather than the current model, which privileges research but expects faculty to maintain a focus on all three roles. We

also found strong agreement across groups that faculty roles should be differentiated among different types of institutions that have distinct missions. Faculty members, administrators, and policy makers demonstrated strong agreement and strong interest in ensuring that faculty members were supported in maintaining some role in scholarship, regardless of whether the primary focus of their work is on teaching, service, or research. It is important to note that we emphasized that scholarship should be broadly defined and not limited to traditional research. A state higher education officer, writing in an open-ended response section, reflected a general consensus on the importance of a broad definition of scholarship: Teaching faculty have to have some way to stay current. While participation in research may not be the best way to keep faculty up-to-date, it does help. Each group agreed that giving faculty members the ability to take on a variety of roles over the course of their careersâ€”rather than the narrower foci and largely unchanging roles that are a part of faculty work todayâ€”is an important feature to consider for future faculty models. We also found unified agreement about and moderate interest in the use of consortium agreements. Such agreements allow neighboring institutions to create shared, full-time faculty positions for individuals who would otherwise be hired by multiple institutions in the consortium individually, often on part-time contracts. The groups showed unified agreement and strong interest in measures that would grant greater flexibility to tenured and tenure-track faculty membersâ€”for example, by allowing them to stop the tenure clock or to move to part-time appointments to care for family members or attend to other personal situations that might arise. We also found strong agreement and strong interest across groups in creating greater flexibility for faculty members to address personal needs on campus by offering access to services such as child care or meal plans. All of the groups were unified in their agreement that encouraging interdisciplinary collaboration, fostering connections between faculty members and the local community, and creating new partnerships with industry, business, nonprofits, and government were attractive ideas. Reprofessionalization One particularly encouraging finding is that all of the groups acknowledged the need to maintain or restore the professionalism of the faculty. Some of the highest levels of interest in proposals that the survey presented, as well as the highest levels of agreement across groups, were found in response to items concerning the improvement of status and professionalism across academic ranks. The groups showed unified agreement and strong interest in ensuring that all faculty members have the same protections for academic freedom, equitable compensation for performing similar duties, and access to all of the information and tools needed to do their jobs. There was also unified agreement on the attractiveness of proposals that would provide all faculty members with opportunities for promotion and ongoing professional development. Although the findings from this section might seem intuitive, the strong agreement about ensuring equitable status across faculty ranks often is not reflected in the current conditions experienced by non-tenure-track faculty, particularly part-time or adjunct faculty. It is possible that in completing this section of the survey, some participants gave what they believed to be the most socially desirable responses. Many of the comments in the open-ended response sections address the disconnect between the ideal of professionalism for all faculty members and the current reality. Faculty members are concerned about what future changes to faculty roles might mean for them, having thus far witnessed only the steady degradation of the academic profession. Implicit in their comments is a distrust of proposals that come from the administration. As shown in the two following comments, the first from a tenured or tenure-track professor and the second from a part-time, non-tenure-track instructor, faculty members are open to new models but are cautious, skeptical, and sometimes cynical about whether administrators will make choices that will improve conditions rather than continue to degrade them: These statements leave out the key questionâ€”who determines the new standards. At my university there is far too much distrust of the faculty on the board and in the upper administration to allow for significant faculty input in a renegotiation of workload. Unfortunately, administrators seem more bent on maintaining the status quo for their own benefit than improving the quality of their institutions. After 20 years as an adjunct, I look with dismay at the corporatization of the universities, where profitability has displaced learning as their defining purpose. It will not be easy to turn the ship around. Why do our current practices fall so short of what so many respondents believe we should be doing? Financial challenges or a lack of trust and cooperation among stakeholder groups may contribute to the gap, but greater discussion and exploration of this issue across groups is needed. A Look at Unions Collective bargaining

agreements will constrain most public universities with unions, making most of these options impossible. Implementation of most of the issues presented in this study would require renegotiating faculty union contracts. This is the overriding issue in our ability to change faculty workloads even if the majority of the faculty agree with a suggested change. As the above comments, both by deans, suggest, some administrators see unions as a major obstacle to change. To test the validity of these perceptions, we compared the responses of faculty members in collective bargaining units to the full sample of faculty members in our study. Our findings suggest that negative views of unionized faculty are based on stereotypes rather than facts. Unionized faculty members in our survey were not especially resistant to change; indeed, their views were not much different from those of faculty overall. Although the collective bargaining process might add a layer of complexity to making decisions about faculty employment and contracts, our survey responses indicate that the views of faculty members who are in collective bargaining agreements are not appreciably different from their nonunionized peers. In fact, in some ways unionized faculty members expressed more openness than other faculty members to altering faculty roles in ways that support the overall higher education enterprise. For example, full-time non-tenure-track union members showed more interest than their nonunionized counterparts in providing multiple pathways for long-term focus on teaching, research, or clinical practice which unionized faculty found 11 percent more attractive, creating different contracts and roles among different institutional types which they found 14 percent more attractive, and focusing a majority of faculty roles on teaching and student development which they found 13 percent more attractive. Like their tenured and tenure-track colleagues in collective bargaining units, unionized non-tenure-track faculty members were more open to other changes as well: Gaps between Attractiveness and Feasibility Many stakeholders viewed some of the ideas presented in the survey as desirable but difficult to accomplish. They registered concerns about the feasibility of proposals such as creativity contracts, more customized or flexible faculty roles, and the creation of consortium-based hiring arrangements, citing budgetary and financial concerns, the bureaucratic difficulty of implementing some proposals, and resistance from unions. One comment from a tenured or tenure-track faculty member illustrates typical concerns about bureaucracy: Though we found unified agreement among groups that consortium agreements were an attractive approach to hiring, nearly every group believed this option was likely not feasible. Participants indicated a range of reasons for this belief in the open-ended responses to the survey, citing the difficulties of collaborating with potential competitors, navigating different institutional cultures, geographical isolation, and other impediments. The following observation by a provost is one example: The competitive nature of our higher education climate makes partnering with other universities difficult. When we have done this in the past in two graduate programs the results were so negative that we dissolved the agreements, with all parties happy to do so. While all groups felt it was important to ensure that all faculty members have the same academic freedom rights and protections, each of the faculty groups, the accreditors, and the state higher education executive officers questioned the feasibility of this proposal. Comments, such as the following from a part-time, non-tenure-track faculty member, indicated concerns about whether academic freedom can ever be truly protected for those faculty members who lack tenure: Most groups also doubted the feasibility of ensuring equitable compensation and promoting involvement in shared governance and decision making for all faculty members, including those off the tenure track. Comments including the following, from a dean and a provost, respectively, expressed doubts for reasons such as departmental cultures, power differences, budgetary constraints, and the varying levels of investment that different types of faculty have in their institutions: I think it would be very difficult for smaller institutions to address equity and space issues for all faculty regardless of type or rank, especially in the wake of the Great Recession. Bringing adjuncts fully into faculty governance would be difficult at this time in light of our faculty culture and the limitations of adjunct requirements for academic service. We do need to explore ways to enable adjuncts to have a clear voice for their cohort. Despite these concerns about the feasibility of various elements of potential new faculty models, many stakeholder groups saw reprofessionalizing the faculty and reconsidering such matters as faculty development, promotion, and evaluation as attractive and feasible. For example, most groups agreed on both the attractiveness and the feasibility of ensuring that all faculty members have the tools and information necessary to do their jobs, clearly defined expectations and

evaluation criteria, clear terms for contract renewal or termination, and processes for addressing grievances and complaints about violations of academic freedom. In other words, most stakeholders surveyed believe that ensuring these basic requirements of faculty working conditions are necessary and achievable aims. Disagreements Groups disagreed in some areas, of course. These disagreements are important to consider, since they may require careful navigation or at least additional discussion. While we do not list them all here, some of the major areas of disagreement include the following: Institutional needs versus faculty autonomy: Groups disagreed on whether faculty should more closely align their work with departmental and institutional needs. Board members, state higher education executive officers, provosts, and deans were more interested in this proposal, while faculty of all types found this to be an unattractive idea. Unbundling the faculty role: Most of these proposals, such as using more paraprofessionals or relying more heavily on technology, were not agreed upon or seen as attractive. Some stakeholders see tenure as a declining but still important part of the system, while others feel there is no viable place left for tenure.

4: Women's Role Reconsidered: Sisters on Staff | Douglas Jacoby | Douglas Jacoby

The main substance of this paper was presented orally at a meeting of the Sick Role, organized and chaired by Andrew Twaddle. It was a commentary on four papers and the oral discussion of them. In.

Reviews Teacher-in-role is ripe for re-evaluation and Judith Ackroyd's research into the concept is valid, exciting and challenging. She uses her theoretical investigation to show that the orthodox position that makes a strict distinction between teacher-in-role and acting can no longer be sustained. Teachers working in role are acting. The case is argued by critiquing and deconstructing the teacher-in-role work of well-known education practitioners, notably Dorothy Heathcote, then applying the same systematised approach to a famous actor acting. Like Zarilli, Dr Ackroyd argues that definitions applied to the dramatic art form have to accommodate diverse and developing practices because arts practices do not stand still. This reconsideration of role has urgent implications for the training of drama teachers. The author makes clear how her theoretical position impacts on classroom practice. And her examples of practice designed by leaders in the field provide materials for teachers to use in the classroom. The new understanding of teacher-in-role as acting provided in this book will have a liberating effect on classroom practice. Role Reconsidered will be essential reading for teachers and teacher educators and for all those who follow developments in the field of drama. Re-considerations; My context; Mapping this book; Reading this book; 1. Teacher-in-role and acting as oppositions: Categorising TIR and Actor: The first model; 2. Introducing the complexities; Teacher-in-role and the role of the teacher; Challenges to notions of acting; Acting and performance theory; Conceptualising teacher-in-role and the role of the teacher; 3. Contexts and audience relationships: Diverse contexts for teacher-in-role and actors? A challenge to functionalism; Comparisons between teacher and actor functions and aims; The actor has a function to entertain, the teacher a role to instruct; An actor functions to elicit applause; The actor has a predetermined destiny in the performance; The teacher-in-role has many functions, the actor just one; The functions of the roles; 5. Skills required for teacher-in-role and acting: What are the skills for teacher in role? Approaches, styles and types of role: Towards a revised model of teacher-in-role: What assumptions have been held? The second model; 8. Introducing the case studies: Narrative account of the session; Semiotic analysis of the session; The interview; Analysis of the interview; Contextualising the case study; Comment; Narrative account of the session; Semiotic analysis of the session; The interview; Analysis of interview; Contextualising the case study; Comment; Play outline; Semiotic analysis of performance; The interview; Analysis of interview; Contextualising the case study; Comment; Conclusions: Views of acting; Role of actor and teacher in the drama event; Overview; Implications of the research; References; Index; Table 1: The first model; Table 2: Journal for Drama in Education" â€”.

5: Role Reconsidered - Judith Ackroyd - HÅrftad () | Bokus

Role Reconsidered will be essential reading for teachers and teacher educators and for all those who follow developments in the field of drama. What people are saying - Write a review We haven't found any reviews in the usual places.

Additional Information In lieu of an abstract, here is a brief excerpt of the content: Is it necessary once more to bring the state back in Mol , and for what purpose? The valid critique of the overstated centrality of the state in classical international relations theoryâ€”in the realist and the liberal traditionsâ€”should not lead us to support the opposite and perilous assumption that the state as a concept has lost relevance in governance theory. Private governance is not altogether a new reality if one thinks about the British and French royal-chartered companies of the colonial era, with their quasi-governmental authority over wide territories, or private regulatory institutions of the nineteenth century such as The Universal Postal Union. Yet, the state has been the sole unit of analysis in most studies on international relations until the late s. Now that global governance studies have emphasized the role of nonstate or nonpublic authorities and platforms Barnett and Sikkink , it is time to explore the remaining role of the state. There is a particularly strong case for reassessing the role of the state in the area of environmental governance. On the one hand, the fast development of various private governance initiatives Pattberg, this book, chapter 5 is a potential challenge to the power and legitimacy of the state as the main source of global environmental policies. On the other hand, private authority and transnational governance rely on the international state system for legal frameworks of operation and normative foundations. This does not suggest that the state contrives to its own demise but merely that the new forms of governance are intrinsically hybrid Falkner , enjoying some support from state actors to operate effectively. Thus, taking stock of the role of the state in the midst of the transformation of global environmental governance seems justified and important. Although the role of the state remains central Lake , it has largely been transformed. The functions that states perform and their influence in environmental policy making have been altered by a multidimensional globalization process and the multiple initiatives and demands from nonstate actors. The role of the state is not necessarily less important because of these processes Vogler It is on face value an increasingly popular form of collective governance: Simultaneously , this number suggests various types of statehood, a fact that receives little attention in governance studies because of the sustained legacy of realist theorizing. In fact, governance studies neglected the implications of the growing differentiation between empirical expressions of statehood, taking the largely mythical Westphalian ideal type for granted. This chapter aims to fill this lacuna by focusing on the relationship between increasingly private-led governance and the changing roles of states. To do this, the next two sections focus on the two paradigmatic changes, one internal and one external to the discipline of international relations: The latter are as much overlooked in the governance literature as they are in international relations research. Then, we explore the most dramatic change in global governance that transformed the role of the state: We do not propose here a Weberian typology of states but we point at different forms of statehood, which are present to some extent in the various contemporary states. The differentiation in state models and the impact of globalization are then illustrated in the following section. The main lessons on the changing role of the state will be drawn in a third section, keeping in mind the various forms of statehood , before a succinct concluding section. Conceptualization Regime theory with its sophisticated but somewhat decontextualized debates on conditions of interstate cooperation and the definition of The You are not currently authenticated. View freely available titles:

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8: Role Reconsidered : Judith Ackroyd :

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