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2014 authors utilize a self-reflective stance, representing state of the art theory and practice for exploring notions of disability. Authors examine cultural relational practices, common values and beliefs, and shared experiences for the purpose of helping cultural members and cultural strangers better understand interdependent factors. Each chapter is an attempt to unravel a thought provoking, comprehensive, and thorough understanding of the challenges and abilities of individuals with disabilities shaped by their own culture, society and country, re-engaging the promise of scientific research as a generative form of inquiry. The book is designed to be of use to a wide range of professionals; researchers, practitioners, advocates, special educators and parents providing information and or



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2011 discussions on educational needs, health care provisions, and social services irrespective of country and culture.

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2011 following qualitative research methodology, the chapter authors discuss the current challenges in the field. Next, they deconstruct disability identities, explore the complexities of communication with differently abled persons, examine inclusive policies, practices and interventions and present insights from caregivers. The book concludes with critical reflections and a look to the future of global diversity and inclusion.

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G20 members have put education reform high on their policy agenda in order to meet the challenges and embrace the opportunities ahead. Their experiences and lessons in education reform will not only showcase the global trend of education development, but also will provide valuable reference and inspiration for undertaking education reform to advance national development in China as well as other countries. This book documents recent policy reform in G20 members' systems, showcases the global trends in education policy, serves as a valuable reference tool and also provide inspiration for undertaking education reform to advance development in related countries.

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how art works presented in a manner we can all understand. Kimberly Elam takes the reader on a geometrical journey, lending insight and coherence to the design process by exploring the visual relationships that have foundations in mathematics as well as the essential qualities of life. *Geometry of Design* takes a close look at a broad range of twentieth-century examples of design, architecture, and illustration (from the Barcelona chair to the paintings of Georges Seurat, from the Braun hand blender to the Conico kettle), revealing underlying geometric structures in their compositions. Explanations and techniques of visual analysis make the inherent mathematical relationships evident and a must-have for anyone involved in art, design, or architecture graphic arts. The book focuses not only on the

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2011 classic systems of proportioning, such as the golden section and root rectangles, but also on less well known proportioning systems such as the Fibonacci Series. Through detailed diagrams these geometric systems are brought to life giving an effective insight into the design process.

This scholarly book is the third volume in an NWU book series on self-directed learning and is devoted to self-directed learning research and its impact on educational practice. The importance of self-directed learning for learners in the 21st century to equip themselves with the necessary skills to take responsibility for their own learning for life cannot be over emphasised. The target audience does not only consist of scholars in the field of self-directed learning in Higher

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Education and the Schooling sector but includes all scholars in the field of teaching and learning in all education and training sectors. The book contributes to the discourse on creating dispositions towards self-directed learning among all learners and adds to the latest body of scholarship in terms of self-directed learning. Although from different perspectives, all chapters in the book are closely linked together around self-directed learning as a central theme, following on the work done in Volume 1 of this series (Self-Directed Learning for the 21st Century: Implications for Higher Education) to form a rich knowledge bank of work on self-directed learning.

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