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Political Consumerism captures the creative ways in which consumers and citizens turn to the market as their arena for politics. This book theorizes, describes, analyzes, compares, and evaluates how political consumers target corporations to solve globalized problems. It demonstrates the reconfiguration of civic engagement, political participation, and citizenship. Unlike other studies, this book also evaluates if and how consumer actions are or can become effective mechanisms of global change.

This book brings together recent research on interpersonal relationships in education from a variety of perspectives including research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning thrives when there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans. Further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how constructive learning environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

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The connections between culture and sustainability have been in the public agenda since the 20th century. However, whilst global sustainability programmes at international institutional levels are yet to recognise the role of culture in their sustainability policies, the bid (albeit failed) in the early 2000s to formally add “ culture ” to the trilogy of sustainability pillars (economic, social, and environmental) mobilised a new discourse for the reframing of cultural policy narrative, which in turn urged a reassessment of methods of cultural management reflecting the same concerns among the sector ` s grassroots. The idea of sustainability and culture working together and their envisioned role in future-proofing society and human development captured the imagination of cultural commentators, policy makers and practitioners alike, keen to fulfil these principles “ out there ” —in cultural organizations and events mega and small, in cities and regions, local and global. The papers in this Special Issue reflect this appeal. This publication covers a wide selection of issues related to sustainable cultural management, which means that it can be recommended to a varied audience. First of all, it can be recommended to managers experienced in cultural management, where success is measured more by the degree of mission accomplishment and the social benefits achieved rather than by profit. Another group comprises the employees of cultural organizations who want to improve their knowledge of sustainable cultural management. This Special Issue can also be recommended to artists, researchers, students, state and local government employees, founders and patrons of art, and all those who want to understand the importance of sustainable cultural management.

This edited volume with selected papers from extinguished experts and professors in the field of learning technology and the related fields who are far-sighted and have his/her own innovative thoughts on the development of learning technology. This book will addresses the main issues concerned with the trend and future development of learning processes, innovative pedagogies changes, effects of new technologies on education, future learning content. Learning technology has been affected by advances in technology development and changes in the field of education. Nowadays we cannot afford to sense the changes and then make adaption to it. What we should do is to predict the changes and make positive and active reactions to help the trend go smoothly and in a more beneficial way. This book aims to gather the newest ideas on the frontiers and future development of learning education from the aspects of learning, pedagogies, and technologies in learning in order to draw a picture of learning education in the near future.

The further rise of electronic publishing has come to change the scale and diversity of grey literature facing librarians and other information practitioners. This compiled work brings together research and authorship over the past decade dealing with both the supply and demand sides of grey literature. While this book is written with students and instructors of Colleges and Schools of Library and Information Science in mind, it likewise serves as a reader for information professionals working in any and all like knowledge-based communities.