

## Evidence In Context

Evidence in Context explains the key concepts of evidence law in England and Wales clearly and concisely, set against the backdrop of the broader political and theoretical contexts. The book helps to inform students of the major debates within the field, providing an explanation as to how and why the law has developed as it has. This fourth edition has been revised and expanded to include developments in the law of hearsay evidence as well as recent litigation surrounding witness anonymity orders, bad character and vulnerable witnesses. It also addresses the on-going controversy and debate about the use of expert witnesses. A brand new chapter considers the contentious issue of public interest immunity, and the introductory chapter has been substantially expanded to consider the continuing interplay between the UK courts and the European Court of Human Rights as the role of human rights in evidence becomes increasingly important. Features include: Key learning points to summarise the major principles of evidence law Practical examples to help students understand how the rules are applied in practice Self-test questions to encourage students to reflect on what they have learned A supporting companion website including answers to self-test questions Well-written, clear and with a logical structure

## Get Free Evidence In Context

throughout, Evidence in Context contains all the information necessary for any undergraduate evidence law module.

Evidence-Based Healthcare in Context critically examines questions about what constitutes 'evidence' and 'effectiveness' from perspectives outside medicine, including those of patients, complementary medicine and midwifery. It focuses on the application of contemporary theoretical debates around the nature of medical and health knowledge, providing readers with a series of critical analyses of the production, application and translation of 'evidence' in a range of healthcare contexts.

The Open Access version of this book, available at <http://www.tandfebooks.com/>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 3.0 license. There has been an enormous increase in interest in the use of evidence for public policymaking, but the vast majority of work on the subject has failed to engage with the political nature of decision making and how this influences the ways in which evidence will be used (or misused) within political areas. This book provides new insights into the nature of political bias with regards to evidence and critically considers what an 'improved' use of evidence would look like from a policymaking perspective. Part I describes the great potential for evidence to help achieve social goals, as

well as the challenges raised by the political nature of policymaking. It explores the concern of evidence advocates that political interests drive the misuse or manipulation of evidence, as well as counter-concerns of critical policy scholars about how appeals to 'evidence-based policy' can depoliticise political debates. Both concerns reflect forms of bias – the first representing technical bias, whereby evidence use violates principles of scientific best practice, and the second representing issue bias in how appeals to evidence can shift political debates to particular questions or marginalise policy-relevant social concerns. Part II then draws on the fields of policy studies and cognitive psychology to understand the origins and mechanisms of both forms of bias in relation to political interests and values. It illustrates how such biases are not only common, but can be much more predictable once we recognise their origins and manifestations in policy arenas. Finally, Part III discusses ways to move forward for those seeking to improve the use of evidence in public policymaking. It explores what constitutes 'good evidence for policy', as well as the 'good use of evidence' within policy processes, and considers how to build evidence-advisory institutions that embed key principles of both scientific good practice and democratic representation. Taken as a whole, the approach promoted is termed the 'good governance of evidence' – a concept that represents the use of

## Get Free Evidence In Context

rigorous, systematic and technically valid pieces of evidence within decision-making processes that are representative of, and accountable to, populations served.

The social sector provides services to a wide range of people throughout the world with the aim of creating social value. While doing good is great, doing it well is even better. These organizations, whether nonprofit, for-profit, or public, increasingly need to demonstrate that their efforts are making a positive impact on the world, especially as competition for funding and other scarce resources increases. This heightened focus on impact is positive: learning whether we are making a difference enhances our ability to address pressing social problems effectively and is critical to wise stewardship of resources. Yet demonstrating efficacy remains a big hurdle for most organizations. The Goldilocks Challenge provides a parsimonious framework for measuring the strategies and impact of social sector organizations. A good data strategy starts first with a sound theory of change that helps organizations decide what elements they should monitor and measure. With a theory of change providing solid underpinning, the Goldilocks framework then puts forward four key principles, the CART principles: Credible data that are high quality and analyzed appropriately, Actionable data will actually influence future decisions; Responsible data create more benefits

## Get Free Evidence In Context

than costs; and Transportable data build knowledge that can be used in the future and by others. Mary Kay Gugerty and Dean Karlan combine their extensive experience working with nonprofits, for-profits and government with their understanding of measuring effectiveness in this insightful guide to thinking about and implementing evidence-based change. This book is an invaluable asset for nonprofit, social enterprise and government leaders, managers, and funders-including anyone considering making a charitable contribution to a nonprofit-to ensure that these organizations get it "just right" by knowing what data to collect, how to collect it, how it can be analyzed, and drawing implications from the analysis. Everyone who wants to make positive change should focus on the top priority: using data to learn, innovate, and improve program implementation over time. Gugerty and Karlan show how.

Examines several current clinical approaches to trauma focused treatment, integrating these interventions into a broader clinical context. Emphasizes basic therapeutic skills such as empathic listening, instilling resilience, and creating meaning, in the service of empirically-supported, highly efficacious trauma interventions.

Evidence in ContextA Trial Evidence WorkbookAspen Publishers

Warfare is a constant in human history. Contributors to this book contend that

## Get Free Evidence In Context

agency and culture, inherited values and dispositions (such as religion and other cultural practices), beliefs, and institutions are always woven into the conduct of war. Using archaeological and ethnohistorical data from various parts of the world, the contributors explore the multiple avenues for the cultural study of warfare that these ideas make possible. Contributions focus on cultural aspects of warfare in Mesoamerica, South America, North America, and Southeast Asia. This book explores how we investigate the world and make sense of complex evidence, revealing both our strengths and flaws.

This textbook provides the kind of comprehensive and in-depth preparation your students need to communicate optimally with patients, families, and fellow providers. Combining principles and practical applications, this text shows students how to apply communication techniques to patient care. It contains specific examples from many health care disciplines and is appropriate for all students in medicine, nursing, pharmacy, dentistry, and other allied health professions. Complete with chapter objectives, real-life examples and sample dialogue, and a glossary defining over 100 words and terms essential to the field of communication.

This casebook is designed to engage students with a wide range of learning styles and to explore evidence law from the eyes of an advocate. Through a problem-centered approach that focuses on the gray areas of the Federal Rules of Evidence, students will

## Get Free Evidence In Context

develop a heightened sensitivity to factual and legal arguments that govern the admissibility of evidence. This focus on legal argumentation allows students to actively cultivate an understanding of the legal doctrine behind the Federal Rules of Evidence as well as the role that facts and narrative play in legal reasoning. Exercises, visual aids, and video supplements in each chapter allow students to assess their learning. A single thread that runs through the book is video and case materials surrounding a North Carolina murder trial, *State v. Peterson*. The trial was memorialized in an award-winning documentary, *The Staircase*, directed by Jean-Xavier de Lestrade. The casebook follows the trial, including the strategies undertaken by counsel and the battles over evidentiary issues that shaped both sides' narratives in the trial. Video excerpts will be provided to the instructor to add a further dimension to student learning and to reach a broad array of learning styles. The Teacher's Manual will include pedagogical analysis, visual aids related to the text, questions and exercises designed to be used in or out of class, and video excerpts from *The Staircase*. This book is part of the Context and Practice Series, edited by Michael Hunter Schwartz, Professor of Law & Associate Dean for Faculty and Academic Development, Washburn University School of Law.

This book examines scientific evidence in both civil and criminal contexts.

*Evidence: Law and Context* explains the key concepts of evidence law in England and Wales clearly and concisely, set against the backdrop of the broader political and

## Get Free Evidence In Context

theoretical contexts. The book focuses on the essential topics commonly found on Evidence courses covering both criminal evidence and civil evidence. It takes a contextual approach discussing how wider policy debates and societal trends have impacted upon the recent evolution of the law in order to provide students with an explanation as to how and why the law has developed. The fifth edition has been revised to include: coverage of R v Hunter 2015 and its impact on good character evidence; developments in procedures relating to young and vulnerable witnesses; and more in-depth coverage of key cases. Learning points summarise the major principles and rules covered and practical examples are used throughout the text to give better understanding as to how the technical rules are applied in practice. Self-test questions are included in the book, helping students to test their understanding and prepare for assessment. Well written, clear and with a logical structure throughout, it contains all the information necessary for any undergraduate evidence law module.

In this groundbreaking book that is built on decades of work on the front lines of the criminal justice system, expert psychologist Craig Haney encourages meaningful and lasting reform by changing the public narrative about who commits crime and why. Based on his comprehensive review and analysis of the research, Haney offers a carefully framed and psychologically based blueprint for making the criminal justice system fairer, with strategies to reduce crime through proactive prevention instead of reactive punishment. Haney meticulously reviews evidence documenting the ways in

## Get Free Evidence In Context

which a person's social history, institutional experiences, and present circumstances powerfully shape their life, with a special focus on the role of social, economic, and racial injustice in crime causation. Haney debunks the "crime master narrative"--the widespread myth that criminality is a product of free and autonomous "bad" choices--an increasingly anachronistic view that cannot bear the weight of contemporary psychological data and theory. This is a must-read for understanding what truly influences criminal behavior, and the strategies for prevention and rehabilitation that follow.

Evidence in Context is designed to create a fully contextual understanding of the law of evidence. It contains two relatively detailed case files, quite similar to the material a trial lawyer may have as he or she approaches trial. The first file is a murder case where the issue is the identity of the killer and the defendant is the estranged husband of the victim. The second file is a civil action for defamation brought by a former employee against her very wealthy employer. The cases raise realistic and challenging issues in the law of evidence and allow for a critical assessment of that law. They are followed by over three hundred problems for class analysis and discussion. These problems address the full range of evidentiary issues.

An examination of international attempts to develop common principles for regulating criminal evidence across different legal traditions.

The Evidence-Based Nursing Series is co-published with Sigma Theta Tau

## Get Free Evidence In Context

International (STTI). The series focuses on implementing evidence-based practice in nursing and midwifery and mirrors the remit of Worldviews on Evidence-Based Nursing, encompassing clinical practice, administration, research and public policy. Clinical Context for Evidence-Based Practice provides insights into the key contextual issues to be considered in the implementation and assessment of evidence-based practice. Increasingly, implementation research is demonstrating that for evidence to be successfully implemented into practice, the context of practice needs to be considered. Clinical Context for Evidence-Based Practice addresses professional, educational, and organizational contextual issues that impact on the implementation of evidence into practice and the bringing about of practice change. Practical strategies that have been used effectively to overcome these contextual issues in a range of healthcare settings are identified. Specific contextual issues in different care settings are also addressed e.g. acute care, primary health care, peri-operative settings, paediatrics, aged care, mental health, midwifery. Each chapter is written by an internationally known and respected author, with experience of developing or reviewing contextual strategies that have an impact on the implementation and utilisation of research in practice. They explore how gaining a better understanding of context made a difference to the implementation process or outcome and address the potential to transfer different approaches to a range of healthcare settings. An informative, practical resource for nurses and other health care professionals Explores context-related models and

## Get Free Evidence In Context

approaches to implementation Informs implementation and enables effective decision making Critically appraises contextual factors across the spectrum of care Explores future directions and implications Includes case examples

Evidence in Context explains the key concepts of evidence law in England and Wales clearly and concisely, set against the backdrop of the broader political and theoretical contexts. The book helps to inform students of the major debates within the field, providing an explanation as to how and why the law has developed as it has. This fourth edition has been revised and expanded to include developments in the law of hearsay evidence as well as recent litigation surrounding witness anonymity orders, bad character and vulnerable witnesses. It also addresses the on-going controversy and debate abo.

Evidence in Context explains the key concepts of evidence law in England and Wales clearly and concisely, set against the backdrop of the broader social and theoretical contexts. It informs students of the major debates within the field, providing an explanation as to how and why the law has developed as it has. This third edition has been expanded to cover the field of civil evidence alongside its traditional criminal focus. It has also been thoroughly revised and updated to take into account recent developments in the law and the considerable amount of case law that has emerged since publication of the previous edition. This edition

## Get Free Evidence In Context

includes a new chapter structure, with new chapters on the adversarial trial and suspect evidence. Updated features include self test questions and advice on further reading at the end of each chapter key learning points which summarise the chapter as well as highlighting the most important issues New and updated chapters on topics such as adversarial trial, witnesses and suspect evidence. Addressing the evolving case law on subjects such as hearsay and bad character which were overhauled in the Criminal Justice Act 2003, this book is an essential purchase for anyone studying evidence law.

The Law of Evidence has traditionally been perceived as a dry, highly technical, and mysterious subject. This book argues that problems of evidence in law are closely related to the handling of evidence in other kinds of practical decision-making and other academic disciplines, that it is closely related to common sense and that it is an interesting, lively and accessible subject. These essays develop a readable, coherent historical and theoretical perspective about problems of proof, evidence, and inferential reasoning in law. Although each essay is self-standing, they are woven together to present a sustained argument for a broad inter-disciplinary approach to evidence in litigation, in which the rules of evidence play a subordinate, though significant, role. This revised and enlarged edition includes a revised introduction, the best-known essays in the first edition, and

## Get Free Evidence In Context

chapters on narrative and argumentation, teaching evidence, and evidence as a multi-disciplinary subject.

This extensively revised second edition is a rigorous introduction to the construction and criticism of arguments about questions of fact, and to the marshalling and evaluation of evidence at all stages of litigation. It covers the principles underlying the logic of proof; the uses and dangers of story-telling; standards for decision and the relationship between probabilities and proof; the chart method and other methods of analyzing and ordering evidence in fact-investigation, in preparing for trial, and in connection with other important decisions in legal processes and in criminal investigation and intelligence analysis. Most of the chapters in this new edition have been rewritten; the treatment of fact investigation, probabilities and narrative has been extended; and new examples and exercises have been added. Designed as a flexible tool for undergraduate and postgraduate courses on evidence and proof, students, practitioners and teachers alike will find this book challenging but rewarding. *Improving Learning in a Professional Context* provides vital new evidence on exactly how teachers learn to be teachers; evidence that is likely to affect and influence the profession for many years to come. Demonstrating that learning in schools is more than simple 'cognitive' knowledge of the curriculum and

teaching skills, this book suggests that we need to pay more attention to the emotional, relational, ethical, material, structural and temporal dimensions of the teaching experience. Based on empirical research, including interviews with new teachers, by teachers themselves, on a scale rarely seen before, the book reveals the complexity of learning in a professional context and gives some basic truths about what really matters in teaching. This book offers a fundamental critique of policy but also the prospect of constructive change for the better as the authors present accounts of what the 'real' experience of beginning teaching may be like, as well as lines for future research. Key questions are answered, such as: Do we really understand what beginners go through in the workplace? What is the experience of new teachers as they join one of the largest workforces in the developed world? What do teachers learn in the school, one of our universal institutions? Becoming a teacher is a transformative search by individuals for their teaching identities and, with this book, teachers and teacher educators can at last begin to understand this complex developmental process.

**IMPROVING LEARNING SERIES** The Improving Learning series supports evidence-informed professional practice and policy-making in education. Each book showcases findings from the Teaching and Learning Research Programme (TLRP) - one of the world's largest coordinated educational research initiatives.

## Get Free Evidence In Context

For those with a commitment to the improvement of outcomes for learners, these books are essential reading.

Over the past decade it has been increasingly recognized that medical errors constitute an important determinant of patient safety, quality of care, and clinical outcomes. Such errors are both directly and indirectly responsible for unnecessary and potentially preventable morbidity and/or mortality across our healthcare institutions. The spectrum of contributing variables or "root causes" - ranging from minor errors that escalate, poor teamwork and/or communication, and lapses in appropriate protocols and processes (just to name a few) - is both extensive and heterogeneous. Moreover, effective solutions are few, and many have only recently been described. As our healthcare systems mature and their focus on patient safety solidifies, a growing body of research and experiences emerges to help provide an organized framework for continuous process improvement. Such a paradigm - based on best practices and evidence-based medical principles- sets the stage for hardwiring "the right things to do" into our institutional patient care matrix. Based on the tremendous interest in the first two volumes of The Vignettes in Patient Safety series, this third volume follows a similar model of case-based learning. Our goal is to share clinically relevant, practical knowledge that approximates experiences that busy practicing clinicians

can relate to. Then, by using evidence-based approaches to present contemporary literature and potential contributing factors and solutions to various commonly encountered clinical patient safety scenarios, we hope to give our readers the tools to help prevent similar occurrences in the future. In outlining some of the best practices and structured experiences, and highlighting the scope of the problem, the authors and editors can hopefully lend some insights into how we can make healthcare experiences for our patients safer.

This book aims to honour the work of Professor Mirjan Damaška, Sterling Professor of Law at Yale Law School and a prominent authority for many years in the fields of comparative law, procedural law, evidence, international criminal law and Continental legal history. Professor Damaška 's work is renowned for providing new frameworks for understanding different legal traditions. To celebrate the depth and richness of his work and discuss its implications for the future, the editors have brought together an impressive range of leading scholars from different jurisdictions in the fields of comparative and international law, evidence and criminal law and procedure. Using Professor Damaška's work as a backdrop, the essays make a substantial contribution to the development of comparative law, procedure and evidence. After an introduction by the editors and a tribute by Harold Koh, Dean of Yale Law School, the book is divided into

four parts. The first part considers contemporary trends in national criminal procedure, examining cross-fertilisation and the extent to which these trends are resulting in converging practices across national jurisdictions. The second part explores the epistemological environment of rules of evidence and procedure. The third part analyses human rights standards and the phenomenon of hybridisation in transnational and international criminal law. The final part of the book assesses Professor Damaška 's contribution to comparative law and the challenges faced by comparative law in the twenty first century.

Health services can and should be improved by applying research findings about best practice. Yet, in *Knolwedge to Action?*, the authors explore why it nevertheless proves notoriously difficult to implement change based on research evidence in the face of strong professional views and complex organizational structures. The book draws on a large body of evidence acquired in the course of nearly fifty in-depth case studies, following attempts to introduce evidence-based practice in the UK NHS over more than a decade. Using qualitative methods to study hospital and primary care settings, they are able to shed light on why some of these attempts succeeded where others faltered. By opening up the intricacies and complexities of change in the NHS, they reveal the limitations of the simplistic approaches to implementing research or introducing evidence-based

## Get Free Evidence In Context

health care. A unique synthesis of evidence, the book brings together data from 1,400 interviews with doctors, nurses, and managers, as well as detailed observations and documentary analysis. The authors provide an analysis, rooted in a range of theoretical perspectives, that underlines the intimate links between organizational structures and cultures and the utilization of knowledge, and draws conclusions which will be of significance for other areas of public management. Their findings have implications for the utilization of knowledge in situations where there is a professional tradition working within a politically sensitive blend of public service, managerial accountability, and technical expertise. *Knowledge to Action?* will be of interest to Academics, Researchers, and Advanced Students of Organizational Behaviour, Public and Health Management, and Evidence-Based Medicine; and also of particular interest to Practitioners, Clinicians, and Public Health Managers concerned with implementing change to clinical practice. *Culturally Sensitive Supervision and Training: Diverse Perspectives and Practical Applications* is a comprehensive text that exposes readers to an array of culturally competent approaches to supervision and training. The book consists of contributions from a culturally and professionally diverse group of scholars and clinicians who have been on the frontline of providing culturally competent supervision and training in a variety of settings. Many of the invited contributing authors have developed innovative

## Get Free Evidence In Context

clinical-teaching strategies for skillfully and effectively incorporating issues of culture into both the classroom and the consulting room. A major portion of the book will provide the reader with an insider's view of these strategies as well as a plan for implementation, with one chapter devoted to experiential exercises to enhance cultural sensitivity in supervision and training. The text is intended for use in supervision courses, but trainers and supervisors will also find it essential to their work.

Evidence in Context explains the key concepts of evidence law in England and Wales clearly and concisely, set against the backdrop of the broader political and theoretical contexts. The book helps to inform students of the major debates within the field, providing an explanation as to how and why the law has developed as it has. This fourth edition has been revised and expanded to include developments in the law of hearsay evidence as well as recent litigation surrounding witness anonymity orders, bad character and vulnerable witnesses. It also addresses the on-going controversy and debate about the use of expert witnesses. A brand new chapter considers the contentious issue of public interest immunity, and the introductory chapter has been substantially expanded to consider the continuing interplay between the UK courts and the European Court of Human Rights as the role of human rights in evidence becomes increasingly important. Features include: Key learning points to summarise the major principles of evidence law Practical examples to help students understand how the rules are applied in practice Self-test questions to encourage students to reflect on what

## Get Free Evidence In Context

they have learned A supporting companion website including answers to self-test questions Well-written, clear and with a logical structure throughout, Evidence in Context contains all the information necessary for any undergraduate evidence law module.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the

## Get Free Evidence In Context

2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults. The phenomenon of "Speaking in Tongues" is examined in its religio-historical context. Part 1 considers recent scholarly studies of "inspired speech" in the ancient world where parallels have been alleged with the early Christian experience as recorded in the New Testament. In Part 2 both the Lucan and Pauline references to "tongues" are considered in detail with a view to discerning the significance of the phenomenon for the church its mission and worship. In the light of this, practical implications are drawn for the church in the 21st century.

Evidence based practice is now widely accepted as a fundamental tenet of midwifery. The importance of evidence in defining midwifery policy and practice in the UK health system, and others, is acknowledged and enduring. While the development and evaluation of research in midwifery is well charted, the question of how such evidence is incorporated into practice has, to date, received less attention and discussion in the midwifery profession. Answering this need, *Evidence Based Midwifery* focuses on the dissemination and use of evidence for midwifery practice, and explores midwives' experiences in using the evidence base to inform policy and enhance clinical practice. Written by a highly-regarded and diverse group from the UK and international midwifery community, *Evidence Based Midwifery* addresses issues of relevance to all midwives

## Get Free Evidence In Context

whether clinical practitioners or educators, students or supervisors, researchers or managers. Issues that influence evidence based midwifery are discussed, and topics covered include problem based learning, implementation of evidence based guidelines and the involvement of service users. Edited by founder members of the Evidence Based Midwifery Network International collaboration with contributions from the UK, Greece, Canada and the Netherlands Primary focus on the incorporation of evidence into midwifery practice Real-life examples throughout

Today, millions of students cross geographic, cultural, and educational borders for their higher education. Trends of international student mobility are significant to universities, educators, business leaders, and governments to increase revenue and campus diversity in the global marketplace. As such, it is vital to examine recent trends in global student mobility around the world. *International Student Mobility and Opportunities for Growth in the Global Marketplace* is a critical scholarly resource that examines recent trends in global student mobility in Australia, Asia, North America, Latin America, Middle East, and Europe where the emerging trends and practices are prominent. Featuring coverage on a broad range of topics such as internationalization, cultural identity, and student mobility, this book is geared towards educators, education administrators, education professionals, academicians, researchers, and students. Social work focuses on serving the most vulnerable members of society, and social workers must often address the contextual forces that contribute to human problems.

## Get Free Evidence In Context

Mindfulness and acceptance are powerful tools for this practice. By offering interventions like dialectical behavior therapy (DBT), mindfulness-based stress reduction (MBSR), and acceptance and commitment therapy (ACT), social workers can help their clients become more aware and take effective action. In *Mindfulness and Acceptance in Social Work*, editor and social worker Matthew S. Boone brings together contributions from emerging voices in social work, such as Elana Rosenbaum, Yuk-Lin Renita Wong, and Diana Coholic, along with ACT pioneers Kirk Strosahl, Patricia Robinson, and others. This book focuses not only on mindfulness-based interventions for direct practice, but also on the intersection of mindfulness and social work education, cultural diversity, and macro social work. It includes a framework for moving past culturally-informed biases, and for how to best utilize mindfulness interventions for both individuals and the community at large.

This is the first textbook to set the Scots law of evidence against a modern backdrop of legal thought and empirical research. It examines the non-legal dimensions of evidence and proof through the lens of legal philosophy, procedure, sociology, science and psychology to analyse the contexts that affect the handling of facts and the process of proof in Scotland. Drawing extensively on socio-legal research, the book provides an accurate picture of how fact-finding works in Scotland--giving students the foundation for a complete, critical and contextual understanding of Scots evidence law.

The premise that writing is a socially-situated act of interaction between readers

## Get Free Evidence In Context

and writers is well established. This volume first, corroborates this premise by citing pertinent evidence, through the analysis of written texts and interactive writing contexts, and from educational settings across different cultures from which we have scant evidence. Secondly, all chapters, though addressing the social nature of writing, propose a variety of perspectives, making the volume multidisciplinary in nature. Finally, this volume accounts for the diversity of the research perspectives each chapter proposes by situating the plurality of terminological issues and methodologies into a more integrative framework. Thus a coherent overall framework is created within which different research strands (i.e., the sociocognitive, sociolinguistic research, composition work, genre analysis) and pedagogical practices developed on L1 and L2 writing can be situated and acquire meaning. This volume will be of particular interest to researchers in the areas of language and literacy education in L1 and L2, applied linguists interested in school, and academic contexts of writing, teacher educators and graduate students working in the fields of L1 and L2 writing. This book explains the key concepts of evidence law clearly and concisely, set against the backdrop of the broader political and theoretical contexts. It helps to inform students of the major debates within the field, providing an explanation as to how and why the law has developed as it has.

## Get Free Evidence In Context

As global health inequities continue to widen, policymakers are redoubling their efforts to address them. Yet the effectiveness and quality of these programs vary considerably, sometimes resulting in the reverse of expected outcomes. While local political issues or cultural conflicts may play a part in these situations, an important new book points to a universal factor: the prevailing deficit model of assessing health needs, which puts disadvantaged communities on the defensive while ignoring their potential strengths. The asset model proposed in *Health Assets in a Global Context* International Health and Development offers a necessary complement to the problem-focused framework by assessing multiple levels of health-promoting aspects in populations, and promoting joint solutions between communities and outside agencies. The book provides not only rationales and methodologies (e.g., measuring resilience and similar elusive qualities) but also concrete examples of asset-based initiatives in use across the world on the individual and community levels.

Susan Haack brings her distinctive work in theory of knowledge and philosophy of science to bear on real-life legal issues.

This volume features the complete text of the material presented at the Twenty-Fourth Annual Conference of the Cognitive Science Society. As in previous years, the symposium included an interesting mixture of papers on many topics

## Get Free Evidence In Context

from researchers with diverse backgrounds and different goals, presenting a multifaceted view of cognitive science. The volume includes all papers, posters, and summaries of symposia presented at this leading conference that brings cognitive scientists together. The 2002 meeting dealt with issues of representing and modeling cognitive processes as they appeal to scholars in all subdisciplines that comprise cognitive science: psychology, computer science, neuroscience, linguistics, and philosophy.

A series of evidentiary problems and two case files designed tot each the fundamental evidentiary doctrine necessary to establish competency in evidentiary law.

Psychological ownership as a phenomenon and construct attracts an increasing number of scholars in a variety of fields. This volume presents a comprehensive and up-to-date review of the psychological ownership literature with particular attention paid to the theory, research evidence, and comments on managerial applications. the authors address key elements that examine an employee's ownership feelings for his or her employing organization. the chapters address, among others, the following themes: the meaning of psychological ownership, the genesis of ownership feelings, the experiences and paths down which people travel that give rise to experiences of ownership, and the consequences (the

## Get Free Evidence In Context

personal and work outcomes) that stem from the sense of ownership. While the majority of the book is focused on feelings of ownership that exist at the individual-level, the authors introduce the construct of collective psychological ownership as well. This work acknowledges that teamwork has become increasingly commonplace in organizations and that like individuals, teams can come to a collective sense of ownership for a variety of targets within their work environment. The book closes by drawing upon the existing science of psychological ownership to provide a perspective on its applied (managerial) implications. This book will make a noteworthy addition to scholars' libraries: university libraries will also value it among their collections. Students of organizational psychology, management, organizational behavior, sociology and communication and their professors will find much of interest here.

[Copyright: a6b88fc0d837a93c677aec55af7bdfd9](#)