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This edited volume addresses the dynamic Page 16/30

global contexts redefining Asia Pacific higher education, including cross-border education, capacity and national birthrate profiles, pressures created within ranking/status systems, and complex shifts in the meanings of the public good that influence public education in an increasingly privatized world.

In Translation and Cross-Cultural Communication Studies in the Asia Pacific, Leong Ko and Ping Chen provide a

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comprehensive and in-depth account of various issues encountered in translation and interpreting activities and cross-cultural communication in the Asia Pacific.

This book examines the nature of the stock market and its implications for corporate management. It provides an introduction to core issues in finance and differs from traditional textbooks in its recognition that "finance is not physics" — in the sense that how markets behave today is not necessarily Page 18/30

how they will behave tomorrow. Nevertheless, a certain level of "physics" can be recognized as underpinning the development of stock market valuations and corporate financial decision-making. In short, the objective of the text is to instill insight in regards to the functioning of markets and corporate behavior, as opposed to algebraic derivations from unrealistic assumptions. Rather than subscribe unthinkingly to an "efficient market hypothesis", at each stage of the development of the text's conceptual framework, we also recognize the reality of market "sentiment" and the fundamental

uncertainty that managers face in their decisions. Based around a teaching programme with worked questions and solutions, Stock Markets and Corporate Finance is the perfect accompaniment for MBA, undergraduate and graduate students looking for a critical textbook on the nature of the financial sector and corporate finance.

The Routledge Handbook of International Planning Education is the first comprehensive handbook with a unique focus on planning Page 20/30

education. Comparing approaches to the delivery of planning education by three major planning education accreditation bodies in the United States, Australia, and the United Kingdom, and reflecting concerns from other national planning systems, this handbook will help to meet the strong interest and need for understanding how planning education is developed and delivered in different international contexts. The handbook is divided into five major sections, including coverage of general planning knowledge, planning skills, traditional and emerging planning specializations, and pedagogy. An

international cohort of contributors covers each subject's role in educating planners, its theory and methods, key literature contributions, and course design. Higher education's response to globalization has included growth in planning educational exchanges across international boundaries; The Routledge Handbook of International Planning Education is an essential resource for planners and planning educators, informing the dialogue on the mobility of planners educated under different national schema.

Many developing countries have introduced policies to tackle ill-gotten money over the past years. Perception remains that such moves were more a result of international pressure being exercised than genuine ownership of such an agenda. There is not enough analysis and literature of how an antifinancial crime framework does (or does not) contribute to the development path of developing countries or how best to use these tools in a developing country environment. This study was aimed at initially exploring the effects of ill-gotten money or proceeds of crime and anti-money laundering policies

on economic development. The study focused on two developing countries: Malawi, (a lowincome country) and Namibia (an upper-middleincome country). The starting point of this analysis is that anti-money laundering is essentially a tool to address criminal activities and that, as a result, understanding criminal activities and how proceeds of crime impact development. The purpose of this study was: (i) to provide an initial answer to the question if and how measures to address proceeds of crime contributes to economic development; and (ii) to develop a framework that enable

governments in developing countries to analyze the main sources of ill-gotten money and its effects on the economy.

A synthesis of nearly 2,000 articles to help make engineersbetter educators While a significant body of knowledge has evolved in the fieldof engineering education over the years, much of the published information has been restricted to scholarly journals and has notfound a broad audience. This publication rectifies that situationby reviewing the findings of nearly 2,000 scholarly articles tohelp engineers become better educators,

devise more effectivecurricula, and be more effective leaders and advocates incurriculum and research development. The author's first objective is to provide an illustrative review of research and development in engineering education since 1960. His second objective is, with the examples given, toencourage the practice of classroom assessment and research, andhis third objective is to promote the idea of curriculumleadership. The publication is divided into four main parts: Part I demonstrates how the underpinnings ofeducation-history, philosophy, psychology, sociology-determine the aims and

objectives of the curriculum and the curriculum's internal structure, which integrates assessment, content, teaching, and learning Part II focuses on the curriculum itself, considering such keyissues as content organization, trends, and change. A chapter oninterdisciplinary and integrated study and a chapter on project and problem-based models of curriculum are included Part III examines problem solving, creativity, and design Part IV delves into teaching, assessment, and evaluation, beginning with a chapter on the lecture, cooperative learning, andteamwork The book ends with a brief, insightful

forecast of the future of engineering education. Because this is a practical tool andreference for engineers, each chapter is self-contained and may beread independently of the others. Unlike other works in engineering education, which are generally intended for educational researchers, this publication is writtennot only for researchers in the field of engineering education, butalso for all engineers who teach. All readers acquire a host ofpractical skills and knowledge in the fields of learning, philosophy, sociology, and history as they specifically apply to the

process of engineering curriculum improvement and evaluation.

This book constitutes the refereed postproceedings of the 9th IFIP WG 3.7 Conference on Information Technology in Educational Management, ITEM 2010, held in Kasane, Botswana, in July 2010. The 22 revised full papers presented were carefully reviewed and selected. The papers cover a wide range of topics addressing the utilization of ICT at different levels of education from primary education to higher education, such as identifying and satisfying learning needs,

strategical management, school management information systems, open source software, and the relationship between ICT and organizational performance.

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