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abalizadas por grandes nomes dos principais cursos preparatórios do País, que garantem um discurso direcionado e prático. Trata-se de um manual convidativo para ser consultado nos últimos 30 dias que antecedem a prova.

Complex environmental problems are

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often reduced to an inappropriate level of simplicity. While this book does not seek to present a comprehensive scientific and technical coverage of all aspects of the subject matter, it makes the issues, ideas, and language of environmental engineering accessible and understandable to the nontechnical reader. Improvements

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introduced in the fourth edition include a complete rewrite of the chapters dealing with risk assessment and ethics, the introduction of new theories of radiation damage, inclusion of environmental disasters like Chernobyl and Bhopal, and general updating of all the content, specifically that on radioactive waste.

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Since this book was first published in 1972, several generations of students have become environmentally aware and conscious of their responsibilities to the planet earth. Many of these environmental pioneers are now teaching in colleges and universities, and have in their classes students with the same sense of dedication

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and resolve that they themselves brought to the discipline. In those days, it was sometimes difficult to explain what indeed environmental science or engineering was, and why the development of these fields was so important to the future of the earth and to human civilization. Today there is no question that the human species has the

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capability of destroying its collective home, and that we have indeed taken major steps toward doing exactly that. And yet, while, a lot has changed in a generation, much has not. We still have air pollution; we still contaminate our water supplies; we still dispose of hazardous materials improperly; we still destroy

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natural habitats as if no other species mattered. And worst of all, we still continue to populate the earth at an alarming rate. There is still a need for this book, and for the college and university courses that use it as a text, and perhaps this need is more acute now than it was several decades ago. Although the battle to

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preserve the environment is still raging, some of the rules have changed. We now must take into account risk to humans, and be able to manipulate concepts of risk management. With increasing population, and fewer alternatives to waste disposal, this problem is intensified. Environmental laws have changed, and will no doubt

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continue to evolve. Attitudes toward the environment are often couched in what has become known as the environmental ethic. Finally, the environmental movement has become powerful politically, and environmentalism can be made to serve a political agenda. In revising this book, we have attempted to incorporate the evolving

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nature of environmental sciences and engineering by adding chapters as necessary and eliminating material that is less germane to today's students. We have nevertheless maintained the essential feature of this book -- to package the more important aspects of environmental engineering science and technology in an

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organized manner and present this mainly technical material to a nonengineering audience. This book has been used as a text in courses which require no prerequisites, although a high school knowledge of chemistry is important. A knowledge of college level algebra is also useful, but calculus is not required for the

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understanding of the technical and scientific concepts. We do not intend for this book to be scientifically and technically complete. In fact, many complex environmental problems have been simplified to the threshold of pain for many engineers and scientists. Our objective, however, is not to impress

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nontechnical students with the rigors and complexities of pollution control technology but rather to make some of the language and ideas of environmental engineering and science more understandable.

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available at <https://www.taylorfrancis.com/books/e/9781351049139>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license. This volume offers an exhaustive look at the latest research on metacognition in language learning and teaching. While other works

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have explored certain notions of metacognition in language learning and teaching, this book, divided into theoretical and empirical chapters, looks at metacognition from a variety of perspectives, including metalinguistic and multilingual awareness, and language learning and teaching in L2 and L3

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settings, and explores a range of studies from around the world. This allows the volume to highlight a diverse set of methodological approaches, including blogging, screen recording software, automatic translation programs, language corpora, classroom interventions, and interviews, and subsequently, to

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demonstrate the value of metacognition research and how insights from such findings can contribute to a greater understanding of language learning and language teaching processes more generally. This innovative collection is an essential resource for students and scholars in language teaching pedagogy,

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conhecimentos técnicos e pedagógicos de profissionais que utilizam o Moodle (Modular Object-Oriented Dynamic Learning Environment) como ambiente virtual de aprendizagem em seus cursos, sejam estes a distância ou presenciais. A intenção é levar ao conhecimento dos leitores as formas de uso e as

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potencialidades pedagógicas dos principais recursos, das atividades e dos blocos a partir de possibilidades oferecidas pela Web 2.0. O livro tem como base práticas e experiências em diferentes ambientes educacionais que, efetivamente, utilizam as tecnologias de informação e comunicação digitais tanto para

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construção quanto para o gerenciamento e a tutoria de cursos. Nesse contexto, a intenção é disponibilizar uma obra que ultrapasse o conceito de manual, uma vez que permita ao leitor conhecer-, à luz da Web interativa, formas interessantes e criativas para compor suas salas e os ambientes virtuais. Para que o objetivo do

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livro possa ser atingido, este se encontra estruturado em capítulos que mesclam teoria e prática. Assim, na introdução, são apresentados alguns dos principais conceitos referentes ao uso da tecnologia digital em educação. O Capítulo 1 aborda aspectos essenciais para a gestão tecnológica e didática do Moodle. O

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Capítulo 2 identifica as principais inovações da versão mais recente do software e a importância dessas modificações para o processo de ensino-aprendizagem. Nos Capítulos 3, 4, 5 e 6, o leitor pode ter acesso a sugestões para configuração de cursos e uso dos principais blocos, dos recursos e das

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atividades do software. No Capítulo 6, o objetivo é compartilhar informações interessantes sobre ferramentas externas que, agregadas ao Moodle, viabilizam experiências eficazes para a potencialização da aprendizagem.

Treats in concise and objective manner the

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dominant historical, social, political, economic, and national security aspects of contemporary Colombia. Chapter bibliographies appear at the end of the book.

Advances in Mixed Methods Research provides an essential introduction to the

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fast-growing field of mixed methods research. Bergman's book examines the current state of mixed-methods research, exploring exciting new ways of conceptualizing and conducting empirical research in the social and health sciences. Contributions from the world's leading experts in qualitative, quantitative, and

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mixed methods approaches are brought together, clearing the way for a more constructive approach to social research. These contributions cover the main practical and methodological issues and include a number of different visions of what mixed methods research is. The discussion also covers the use of mixed

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methods in a diverse range of fields, including sociology, education, politics, psychology, computational science and methodology. This book represents an important contribution to the ongoing debate surrounding the use of mixed methods in the social sciences and health research, and presents a convincing

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argument that the conventional, paradigmatic view of qualitative and quantitative research is outdated and in need of replacement. It will be essential reading for anyone actively engaged in qualitative, quantitative and mixed methods research and for students of social research methods. Manfred Max

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Bergman is Chair of Methodology and Political Sociology at the University of Basel.

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First published in 1959 by the International Association of Universities (IAU), the International Handbook of Universities provides detailed information on Education Systems and higher

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