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This book investigates one concrete compounding pattern in present-day Italian within a larger overview of Italian compounding. Various accounts and classifications of Noun + Noun combinations in Italian are reviewed, with special focus on the status of the lexical integrity hypothesis. The author sets out to propose an integrated approach to the Noun + Noun compounding pattern, rigorously based on large representative data sets that were extracted from the Italian web corpus ItWaC as both automatically and manually post-processed frequency lists. On the basis of such data, it is aimed to show the behaviour of various subtypes of Noun + Noun compounds. Starting out with the Bisetto-Scalise classification, the author carefully examines the status of coordinate compounds, ATAP compounds (i.e., the group comprising attributive and appositive structures) and subordinate compounds (comprising verbal-nexus and grounding compounds), discussing both theoretical and empirical implications of this classification scheme. Moreover, the original Bisetto-Scalise model is supplemented with further classification levels in order to capture specific compounding types such as relational (i.e. inherently trinomial) compounds. A major merit of the present study lies in the quantitative dimension of the data it deals with. In light of this data, the author emphasizes the gradient nature of the traditional dichotomy between syntax and compounding. The book will thus appeal not only to the linguists interested specifically in Italian word-formation, but also to a larger community of scholars who seek a more general view of the word-formation phenomena.

This book equips readers with the knowledge required to improve diagnosis and treatment and to implement integrated prevention programs in patients with eating and weight disorders. It does so by providing a comprehensive, up-to-date review of research findings and theoretical assumptions concerning the interface and interactions between body image and such disorders as anorexia nervosa, bulimia nervosa, binge eating disorder, other specified feeding and eating disorders, orthorexia nervosa, overweight, and obesity. After consideration of issues of definition and classification, the opening part of the book examines the concept of body image from a variety of viewpoints. A series of chapters are then devoted to the assessment of the multidimensional construct "body image", to dysmorphophobia/body dysmorphic disorder, and to muscle dysmorphia. The third part discusses body image in people suffering from different eating disorders and/or overweight or obesity, and two final chapters focus on body image in the integrated prevention of eating disorders and obesity, and cultural differences regarding body image. The book will be of interest to all health professionals who work in the fields of psychiatry, clinical psychology, eating disorders, obesity, body image, adolescence, public health, and prevention.

The relationship between the so called boundaryless careers and the occupational wellbeing is a fascinating issue. The themes of boundaryless and protean careers are noteworthy if we consider the challenges posed by a transition to more temporary employment arrangements from an industrial to a knowledge-based economy we are facing today. The book is enriched by empirical data analysis and case studies, which on one hand allow an in-depth view of the relation between new careers and wellbeing for specialists and, on the other one, become a fertile benchmark for professionals to look at. The novelty is represented by the effort of giving such construct an interdisciplinary approach, moving from law to organizational psychology, to economy, and to occupational health.

Introduction -- Challenges -- potential for health gain -- Guiding principles -- Strategic approach -- Framework for action -- Taking action -- The way forward - taking the next steps -- References -- Annex 1, Annex 2.

No one disputes how important it is, in today's world, to prepare students to understand mathematics as well as to use and communicate mathematics in their future lives. That task is very difficult, however. Refocusing curricula on fundamental concepts, producing new teaching materials, and designing teaching units based on "mathematicians' common sense" (or on logic) have not resulted in a better understanding of mathematics by more students. The failure of such efforts has raised questions suggesting that what was missing at the outset of these proposals, designs, and productions was a more profound knowledge of the phenomena of learning and teaching mathematics in socially established and culturally, politically, and economically justified institutions - namely, schools. Such knowledge cannot be built by mere juxtaposition of theories in disciplines such as psychology, sociology, and mathematics. Psychological theories focus on the individual learner. Theories of sociology of education look at the general laws of curriculum development, the specifics of pedagogic discourse as opposed to scientific discourse in general, the different possible pedagogic relations between the teacher and the taught, and other general problems in the interface between education and society. Mathematics, aside from its theoretical contents, can be looked at from historical and epistemological points of view, clarifying the genetic development of its concepts, methods, and theories. This view can shed some light on the meaning of mathematical concepts and on the difficulties students have in teaching approaches that disregard the genetic development of these concepts.

An internationally recognized expert on behavior change presents a revolutionary approach to personal improvement that converts scientifically proven techniques into a 90-day plan with five simple steps. 35,000 first printing.

ALAN J. BISHOP Monash University, Clayton, Victoria, Australia RATIONALE Mathematics Education is becoming a well-documented field with many books, journals and international conferences focusing on a variety of aspects relating to theory, research and practice. That documentation also reflects the fact that the field has expanded enormously in the last twenty years. At the 8th International Congress on Mathematics Education (ICME) in Seville, Spain, for example, there were 26 specialist Working Groups and 26 specialist Topic Groups, as well as a host of other group activities. In 1950 the 'Commission Internationale pour l'Etude et l'Amelioration de l'Enseignement des Mathematiques' (CIEAEM) was formed and twenty years ago another active group, the 'International Group for the Psychology of Mathematics Education' (PME), began at the third ICME at Karlsruhe in 1976. Since then several other specialist groups have been formed, and are also active through regular conferences and publications, as documented in Edward Jacobsen's Chapter 34 in this volume.

This book integrates a wide body of theory and pedagogical research to enrich and empower teaching in universities, with a focus on transformational practice and education for social justice. In this fully updated second edition, you will be provided with ideas and practical strategies drawn from literature and real-life experience across a range of academic disciplines. This second edition includes: · Two new chapters on: inspiring learning through technologies, and holistic and creative pedagogies · Approaches to decolonising the curriculum and working with student diversity and partnership · Innovations in learning environments including responses to the pandemic, university writing and developing learning through, and for, work · A new feature: case studies in every chapter to illustrate theoretical ideas across disciplines

The aim of this book is to illustrate a variant of the standard cognitive treatment for eating disorders. This therapy is based on the principle that assessing and treating the patient's process of worry and sense of control fosters greater understanding of the psychopathology of the eating disorder and increases the efficacy of cognitive treatment. The book is an edited collection of chapters that discuss the psychopathological roles played by control and worry in eating disorders, and provide a detailed description of the therapeutic protocol, which primarily focuses on the treatment of the cognitive factors of control and worry as core factor of a psychotherapy of eating disorders. In addition, the book shows contributions from other theorists in the field who have investigated the role of worry, preoccupation, and control, or who explore the connections between worry, control, and other emotional factors underlying eating disorders, such as perfectionism, self-esteem, and impulsivity.

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