Inquire With Manual Guide

"The Encyclopedia of Library and Information Science provides an outstanding resource in 33 published volumes with 2 helpful indexes. This thorough reference set--written by 1300 eminent, international experts--offers librarians, information/computer scientists, bibliographers, documentalists, systems analysts, and students, convenient access to the techniques and tools of both library and information science. Impeccably researched, cross referenced, alphabetized by subject, and generously illustrated, the Encyclopedia of Library and Information Science integrates the essential theoretical and practical information accumulating in this rapidly growing field."

This textbook offers a way of gaining the analytic skills essential to undertake intelligence work. It acquaints students and analysts with how intelligence fits into the larger research framework. It covers not only the essentials of applied research, but also the function, structure, and operational methods specifically involved in intelligence work. It looks at how analysts work with classified information in a security conscious environment as well as obtain data via covert methods.

The Handbook offers models of teaching and learning that go beyond the typical lecture-laboratory format and provides rationales for new practices in the college classroom. It is ideal for graduate teaching assistants, senior faculty and graduate coordinators, and mid-career professors in search of reinvigoration.

Work that has been carried out previously on features analysis on online public access catalogues and command comparisons for online information retrieval systems, is compared and extended to produce a series of tabulations and explanations of functions with examples. The tabluations are developed within the 4 functional areas established by Hildreth: operational control; search formulation control; output control; and user assistance. The tabulations may be used for evaluation of different systems, for analysis of user preferences and requirements, as the basis of a comparative guide for users of several systems, to aid standardisation of terminology, and as a training tool. An example of the use of the features analysis is given for search formulation control on ABN and Ausinet. (Original abstract).

Over the past twenty-five years A. H. Almaas—widely recognized as a leader in integrating spirituality and psychology—has been developing and teaching the Diamond Approach, a spiritual path that integrates the insights of Sufism, Buddhism, Gurdjieff, and other wisdom traditions with modern psychology. In this new work, Almaas uses the metaphor of a "spacecruiser" to describe a method of exploring the immediacy of personal experience—a way of investigating our moment-by-moment feelings, thoughts, reactions, and behaviors through a process of open-ended questioning. The method is called the practice of inquiry, and Spacecruiser Inquiry reveals what it means to engage with this practice as a spiritual path: its principles, challenges, and rewards. The author explores basic elements of inquiry, including the open-ended attitude, the focus on direct knowledge, the experience of not-knowing, and the process of questioning. He describes the experience of "Diamond Guidance"—the inner wisdom that emerges from our true nature—and how it can be realized and applied. In this process Almaas looks at many of the essential forms of Diamond Guidance, including knowing, clarity, truth, love, intelligence, compassion, curiosity, courage, and determination. Also included are exercises and questions and answers from the original talks by Almaas on which the book is based.

The Review team were appointed to examine all available evidence relating to the findings of the RAF Board of Inquiry in the fatal accident on 2 June 1994 in which RAF Chinook helicopter ZD576 crashed on the Mull of Kintyre, killing all 29 on board. The accident resulted in one of the worst peacetime accident and dealt a severe blow to the services and agencies of which the passengers were important members. The investigating Board were unable to determine a definite cause of the accident despite detailed analysis. They, however, concluded that the most probable cause was the selection by the pilots of an inappropriate rate of climb which was insufficient to enable them to safely overfly the high ground of the Mull of Kintyre. The finding has been and remains controversial. The unfairness to deceased aircrew in disciplinary procedures was recognised and the Air Force Board has accepted the introduction of a provision which created a very high standard of proof in relation to findings of negligence. Because of the absence of a cockpit recorder and flight data recorder it cannot be known what was going on in the cockpit in the moments before the crash. The Reviewing Officers' approach to this gap in the evidence was to apply to both pilots what amounted to a presumption of negligence which was inconsistent with the standard of proof. In conclusion this Review recommends that the findings of pilot negligence be set aside; that the Ministry of Defence should consider offering an apology the pilots' families; and that the Ministry of Defence should reconsider its policy and procedures for the transport of personnel

Are you interested in using argument-driven inquiry for middle school lab instruction but just aren’t sure how to do it? Argument-Driven Inquiry in Physical Science will provide you with both the information and instructional materials you need to start using this method right away. The book is a one-stop source of expertise, advice, and investigations to help physical science students work the way scientists do. Student Lab Manual for Argument-Driven Inquiry in Life Science provides the student materials you need to guide your students through these investigations. With lab details, student handouts, and safety information, your students will be ready to start investigating.

This book is a treatise on vigilance, compliance and anti-corruption. It is based on empirical and realistic approach to the subject, with some interpretations from ancient wisdoms. The book will be of interest to bureaucrats and senior managers in government, public and private sectors, and to political practitioners and policy-makers.Vigilance is founded on the premise that honesty is the best policy. But, at times, it appears counter intuitive and not borne out Êfrom Êthe Êreal-life experiences. If vigilance were so easy to comprehend and unconditionally acceptable, then perhaps there would have been no need to teach vigilance, or write any book on it. It would have been instinctive. All of us would have just followed the dogma.There are four types of corruption:1. TributeÊ2. Coercive corruption3. Collusive corruptionÊ4. Mass indoctrinationVigilance authorities concentrate on curbing tributes and coercive corruptions, but collusive corruptions and mass indoctrinations are far more lethal and damaging. The book emphasizes on these two later forms of corruption.

Building on the time-tested, reality-based discipline of general semantics, Olek Netzer provides a guide for clear and critical thinking, a guide for the perplexed that steers individuals in the direction of enhanced rationality and improved evaluation of our experiences, environments, and ourselves. His concern is with both our psychological well being and our societal health, as he addresses interpersonal relations as well as political persuasion and propaganda, drawing on some of the most important thinkers of the past century Lance Strate, President of the Institute of General Semantics, Professor of Communication and Media Studies at Fordham University.

Interactive, inquiry-based science program for fifth and sixth grade students. Curriculum materials are produced with funding from the Ohio Educational Telecommunications Network Commission in support of the Ohio SchoolNet initiate.

The core practice of professional scientists is inquiry, often referred to as research. If educators are to prepare students for a role in the professional scientific and technological community, exposing them to inquiry-based learning is essential. Despite this, inquiry-based teaching and learning (IBTL) remains relatively rare, possibly due to barriers that teachers face in deploying it or to a lack of belief in the teaching community that inquiry-based learning is effective. Comparative Perspectives on Inquiry-Based Science Education examines stories and experiences from members of an international science education project that delivered learning resources based around guided inquiry for students to a wide range of schools in 12 different countries in order to identify key themes that can provide useful insights for student learning, teacher support, and policy formulation at the continental level. The book provides case studies across these 12 different settings that enable readers to compare and contrast both practice and policy issues with their own contexts while accessing a cutting-edge model of professional development. It is designed for educators, instructional designers, administrators, principals, researchers, policymakers, practitioners, and students seeking current and relevant research on international education and education strategies for science courses.

Includes Part 1, Number 1: Books and Pamphlets, Including Serials and Contributions to Periodicals (January - June)

ASKing (Appreciative Sharing of Knowledge) is at the heart of this comprehensive, compelling, and cutting edge guide to appreciative knowing and innovation. The authors have really managed to push the appreciative envelope here. They ve taken well-known appreciative inquiry frameworks and methods, effectively improved on them, and extended them into the all important area of knowledge development and knowledge sharing. I expect that readers in all kinds of organizations and at many levels will find the ASK system readily usable and effective. The in-depth case studies across a wide variety of industries (including government) turn the book into a fine guide for knowledge sharing, making it particularly easy to Learn how to ASK . At the same time, academics, teachers, and students will find this book does a terrific job of summarizing and enlivening the existing appreciative inquiry/intelligence literature. If you've only got time and money for one book on appreciative organizational approaches, this is the one to get. David Barry, Nova University, Lisbon, Portugal Thatchenkery and Chowdhry have given those of us challenged with global knowledge sharing a way through the muddle of the traditional knowledge management paradigm. Fusing Knowledge Sharing and Appreciative Sharing concepts leads to a true appreciation of the value of knowledge dissemination and away from knowledge hoarding. With new technology migration occurring at warp speed and globalization of product sourcing markets requiring co-location of manufacturing facilities close to the customer, our company relies on state of the art knowledge sharing capabilities to shorten conventional and expensive training methodologies. Positive team collaboration with representation from all international sites and across functional areas in effect, simultaneously managing time, distance, and culture barriers is substantially facilitated by thinking of knowledge sharing in new and appreciative ways. This book helps chart the new path. Hank Jonas, Organization Effectiveness Corning Incorporated The authors of this book advance the Appreciative Sharing of Knowledge (ASK), a unique approach by which organizations create a culture that facilitates the sharing of information. Using social constructionist approaches, historical data, and case studies, the authors demonstrate that appreciation or affirmation is the key ingredient for people to trust each other and overcome their inhibitions and concerns about sharing what they know. The hyper-competitive culture of many organizations has created a knowledge-hoarding climate that many firms struggle to change. The ASK process can reinvent, in a sustainable manner, how we think about organizing knowledge. By linking practices, artifacts, technologies and managerial skills, the ASK model offers a management framework for a wide range of enterprises. One of the basic tenets put forth is that if knowledge is shared appreciatively, managing knowledge will no longer be an issue. The authors expand on the concept of appreciation and illustrate how systems can be created to institutionalize knowledge sharing. In addition, they give examples of organizations that have planted the seeds for the exchange to happen. Academics and practitioners in the fields of knowledge management and organizational behavior and development will find this innovative study of great value. The findings will also be of great practical use for managers and executives in a variety of firms.