

Equality And Transparency Sabbagh Daniel

Student Voices in Formative Assessment Feedback *Is Multiculturalism Dead?* *Managing Corporate Virtue* *Dynamics in Logistics* *Towards Transparency in Jordan* *Race Critical Public Scholarship* *New Waves In Political Philosophy* *Architectural Digest* *Equality and Transparency* *Moralizing International Relations* *Israel's Asymmetric Wars* *Equality and Transparency* *Democracies at War Against Terrorism* *Compendium ARQ. Norms Over Force* *Radio Science* *Electrical & Electronics Abstracts* *Commentaire Science Abstracts* *Aramco World Magazine* *Pernille Fiskerstrand* *Christian Joppke* *Laure Bereni* *Michael Freitag* *Basem Sakijha* *Karim Murji* *Boudewijn de Bruin* *D. Sabbagh* *Ariel Colonos* *Samy Cohen* *D. Sabbagh* *Samy Cohen* *Zaki La* ^[?] *di*

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this research topic seeks to bring forward new empirical research on students experiences and emotions toward formative assessment feedback research on formative assessment has expanded considerably over the last decades lee et al 2020 morris et al 2021 shute 2008 and research has identified positive learning effects from the student s perspective weurlander et al 2012 however in their extensive review van der kleij and lipnevich 2021 found that the field of students perceptions of assessment feedback lacks clear definitions in addition to deeper relations to theory methodological shortcomings in self reporting feedback studies are also found in brown and zhao 2023 consequently the relatively large body of research on the topic is isolated and diverse as such the existing research offers minimal understanding of the connection between students perceptions of feedback their engagement with it and the outcome of the assessment feedback van der kleij lipnevich 2021 further researchers have called for studies that combine students perceptions and meaningful outcomes van der kleij lipnevich 2021 winstone nash 2023 we posit that understanding how students engage with feedback as active agents is critical in understanding feedback effectiveness as such considering student voice fletcher 2005 in research on formative assessment is key looking forward panadero 2023 asks for feedback studies that view process data and studies that measure the impact of feedback while incorporating concepts from the self regulated learning field additionally brown and harris 2018 encourage feedback researchers to challenge existing methodologies and apply innovative approaches in seeking new knowledge about what students do with and think about feedback through reviewing published reviews of feedback research van der kleij et al 2019 generated a 4 category model of the student role in feedback feedback research in the third and fourth categories which respectively view feedback processes as communicative and dialogic would particularly add value to better understanding student voices research has pointed at gaps in the knowledge net for all school levels hence vogl and pekrun 2016 stated that emotions towards assessment are mostly negative for all students yet formative feedback is seen to generate more positive feelings for the students than other forms of feedback for higher education rowe 2017 has pointed to shortcomings regarding students emotions in assessment as cognitive and motivational components have been emphasized further maladaptive feedback agency was reported to be exercised by students when teacher student relationships were affected by mistrust negativity or disagreements vatt ^[?] y et al 2021 similarly the middle grade students need for emotional support when assessed is documented by mandouit and battie 2023 highlighting that different assessment forms generate different feelings towards the process additionally gamlem and smith s study 2013 brings important insights as the students report to experience the provided information as positive or negative due to the teachers practice for the same age group brooks et al 2019 raised the question of what middle school students want as opposed to what they need to develop the capability to regulate their own

progress regarding elementary students research is still scarce but promising research highlighting the value of student voice in assessment feedback is emerging in certain contexts e.g. Brooks et al 2021. To keep the assessment field updated we need to ask questions regarding students' perceptions and outcomes frequently, especially considering the rapidly emerging challenges with drop-out rates and students' mental health. Therefore, we welcome submissions on the following topics but not limited to: mapping students' emotions in different assessment situations; elementary students' view of formative assessment processes and outcomes; assessment environment for different groups/levels of students; longitudinal perspectives on emotions towards formative assessment; theoretical approaches to students' perceptions of assessment feedback; students' view of the feedback process as generators of feedback; students' experiences of use of AI in assessment.

Multiculturalism is controversial in the liberal state and has frequently been declared dead even in countries that have never had a policy under that name. This authoritative book reviews the different meanings multiculturalism has acquired across theories, countries, and domains to evaluate the extent of its demise and the ways in which it lives on. Christian Joppke intriguingly argues that beyond the ebb and flow of policy, liberal constitutionalism itself bears out a multiculturalism of the individual that is not only alive but necessary in a liberal society. Through a provocative comparison of gay rights in the United States and the accommodation of Islam in Europe, he shows that liberal constitutionalism constrains majority power, requiring the state to be neutral about people's values and ethical commitment. It cannot but give rise to multiple ways of life or cultures as people are endowed with the freedom to embrace them accordingly. Impulses toward multiculturalism persist despite its political crisis but with a new accent on the individual rather than group as the unit of integration. Tightly argued and clearly written, this book provides a judicious assessment of multiculturalism in the West and will be of interest to a broad readership across the social sciences and legal studies.

Based on an in-depth study carried out in the business districts of New York City and Paris, *Managing Corporate Virtue* looks beyond the whirlwind of public rhetoric about diversity, equity, and inclusion initiatives and examines corporate diversity practices from behind the scenes by focusing on the experiences of the workers entrusted with implementing diversity initiatives in large workplaces. Laure Bereni identifies common aspirations, frustrations, challenges, and strategies in the field by comparing the history and form of these efforts in New York and Paris. She reveals the ways in which DEI initiatives are shaped by legal frameworks, public policies, and cultural legacies. Ultimately, the book highlights the inherent organizational fragility of corporate diversity practices but also affirms their potential for resilience in the face of political headwinds.

These proceedings contain research papers presented at the 5th International Conference on Dynamics in Logistics held in Bremen, Germany, February 2016. The conference is concerned with dynamic aspects of logistic processes and networks. The spectrum of topics reaches from modeling, planning, and control of processes over supply chain management and maritime logistics to innovative technologies and robotic applications for cyber-physical production and logistic systems. The growing dynamic confronts the area of logistics with completely new challenges. It must become possible to describe, identify, and analyze the process changes. Moreover, logistic processes and networks must be redesigned to be rapidly and flexibly adaptable to continuously changing conditions. The book primarily addresses researchers and practitioners from the field of industrial engineering and logistics but it may also be beneficial for graduate students.

Karim Murji is senior lecturer in sociology at the Open University, UK. He writes on cultural and policy studies of ethnicity and racism and criminology. With John Solomos, he is the editor of *Racialization Studies in Theory and Practice* (2005) and *Theories of Race and Ethnic Relations*. He is an editor of the journal *Sociology*. Gargi Bhattacharyya is professor of sociology at the University of East London, UK. She has written on issues of racism and sexuality, global cultures of racism, and the war on terror. Her recent work includes *Dangerous Brown Men: Exploiting Sex, Violence, and Feminism in the War on Terror* (2008) and the edited collection *Ethnicities and Values in a Changing World* (2009).

This collection of essays attempts something entirely novel to provide a snapshot of the new work that is being conducted in political philosophy written by up and coming figures in this area.

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can affirmative action policies be convincingly justified and how have they been legitimized over time in a pluridisciplinary perspective at the intersection of political theory and the sociology of law daniel sabbagh criticizes the two prevailing justifications put forward in favor of affirmative action the corrective justice argument and the diversity argument he defends the policy instead as an instrument designed to bring about the deracialization of american society in this respect however affirmative action requires a measure of dissimulation in order to succeed equality and transparency explains why this is so and provides a new interpretation of the strategic component in the supreme court s case law while identifying some of its most remarkable side effects

the end of the cold war politics and the fall of the berlin wall have had major ethical consequences in the 90s ethics have become a rallying point for non state actors and experts who gather around values and norms in order to oblige institutions to justify their behavior this process is the result of different changes the transformation of the international system the individualization of western societies and the growing importance of expertise in the justification of decisions in risk adverse societies along with the globalization of the economy and the formation of new political coalitions global ethics are the pillar of our era of international turbulence

part one the genealogy of disproportionate counterattack democracies facing the challenge of asymmetric warfare the genesis of a doctrine peace in galilee and the making of a new guerilla how tzahal made the first intifada popular part two dealing with the second intifada entrance into the intifada backfired a tougher stance counter productive virtuosity of targeted killings resilience of israeli democracy strategic incoherence conclusion the only enemy capable of undoing the israeli army

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this book deals with the difficulty democracies face in conducting asymmetric warfare in highly populated areas without violating international humanitarian law on numerous occasions democratic nations have been singled out by human rights ngos for the brutality of their modus operandi for their inadequate attention to the protection of civilian populations or for acts of abuse or torture on prisoners why do they perpetrate these violations do they do so intentionally or unintentionally can democracies combat irregular armed groups without violating international law when their population is under threat do they behave as non democracies would does this type of war inevitably produce war crimes on a more or less massive scale

does europe have the means to defend its own social model in a globalized world at a time when the united states china india and russia are concerned by enhancing their national sovereignties and playing power politics would europe who would never be a super state be able to impose norms over force that is the main question this book addresses in a very original way

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