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The Definitive Java Programming Guide In Java: The Complete Reference, Eighth Edition, bestselling programming author Herb Schildt shows you everything you need to develop, compile, debug, and run Java programs. Updated for Java Platform, Standard Edition 7 (Java SE 7), this comprehensive volume covers the entire Java language, including its syntax, keywords, and fundamental programming principles. You'll also find information on key elements of the Java API library. JavaBeans, servlets, applets, and Swing are examined and real-world examples demonstrate Java in action. In addition, new Java SE 7 features such as try-with-resources, strings in switch, type inference with the diamond operator,



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NIO.2, and the Fork/Join Framework are discussed in detail. Coverage includes: Data types and operators Control statements Classes and objects Constructors and methods Method overloading and overriding Interfaces and packages Inheritance Exception handling Generics Autoboxing Enumerations Annotations The try-with-resources statement Varargs Multithreading The I/O classes Networking The Collections Framework Applets and servlets JavaBeans AWT and Swing The Concurrent API Much, much more

This book constitutes the thoroughly refereed proceedings of the 9th International Conference on e-

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Infrastructure and e-Services for Developing Countries, AFRICOMM 2017, held in Lagos, Nigeria, in December 2017. The 19 full papers, 12 short papers and 5 workshop papers were carefully selected from 81 submissions. The papers were presented in eight sessions: e-government, network and load management, digital inclusion, knowledge extraction, representation and sharing, networks and communications, ICT applications for development, decision support, e-business and e-services, internet measurement.

The focus of this publication is on answering the central research question: How can Human Rights be

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advanced with regard to different kinds of diversities, and in different educational settings? The publication pays special attention to the advancement of human rights in a variety of education-related contexts, in keeping with human rights as a declared national priority for both society at large and the education system. One strategic priority of the Faculty of Education is research based on market requirements and needs. This book strives towards meeting this expectation by directly aiming at building human rights and social justice in the South African society, public schools and higher education institutions. Adjudication in the education context of the constitutional values of dignity, equality and freedom

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focuses regularly on learners. The book highlights the value of education for full-fledged citizenship by delineating what schooling should entail to inspire learners towards both claiming equal freedoms and rights and taking accountability for the responsibilities attached to citizenship.

There has been a growing interest in the notion of a scholarship of teaching. Such scholarship is displayed through a teacher's grasp of, and response to, the relationships between knowledge of content, teaching and learning in ways that attest to practice as being

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complex and interwoven. Yet attempting to capture teachers' professional knowledge is difficult because the critical links between practice and knowledge, for many teachers, is tacit. Pedagogical Content Knowledge (PCK) offers one way of capturing, articulating and portraying an aspect of the scholarship of teaching and, in this case, the scholarship of science teaching. The research underpinning the approach developed by Loughran, Berry and Mulhall offers access to the development of the professional knowledge of science teaching in a form that offers new ways of sharing and disseminating this knowledge. Through this Resource Folio approach (comprising CoRe and PaP-eRs) a

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recognition of the value of the specialist knowledge and skills of science teaching is not only highlighted, but also enhanced. The CoRe and PaP-eRs methodology offers an exciting new way of capturing and portraying science teachers' pedagogical content knowledge so that it might be better understood and valued within the profession. This book is a concrete example of the nature of scholarship in science teaching that is meaningful, useful and immediately applicable in the work of all science teachers (preservice, in-service and science teacher educators). It is an excellent resource for science teachers as well as a guiding text for teacher education. Understanding teachers' professional

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knowledge is critical to our efforts to promote quality classroom practice. While PCK offers such a lens, the construct is abstract. In this book, the authors have found an interesting and engaging way of making science teachers' PCK concrete, useable, and meaningful for researchers and teachers alike. It offers a new and exciting way of understanding the importance of PCK in shaping and improving science teaching and learning. Professor Julie Gess-Newsome Dean of the Graduate School of Education Williamette University This book contributes to establishing CoRes and PaP-eRs as immensely valuable tools to illuminate and describe PCK. The text provides concrete examples of CoRes and PaP-eRs completed in "real-

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life” teaching situations that make stimulating reading. The authors show practitioners and researchers alike how this approach can develop high quality science teaching. Dr Vanessa Kind Director Science Learning Centre North East School of Education Durham University

The demand for secure, affordable and clean energy is a priority call to humanity. Challenges associated with conventional energy resources, such as depletion of fossil fuels, high costs and associated greenhouse gas emissions, have stimulated interests in renewable energy resources. For instance, there have been clear gaps and rushed thoughts about replacing fossil-fuel



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driven engines with electric vehicles without long-term plans for energy security and recycling approaches. This book aims to provide a clear vision to scientists, industrialists and policy makers on renewable energy resources, predicted challenges and emerging applications. It can be used to help produce new technologies for sustainable, connected and harvested energy. A clear response to economic growth and clean environment demands is also illustrated.

This book explores the impact of the socio-historical, political, and economic environment in South Africa, both during and after Apartheid. During this time, the

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South African education system demonstrated an interest in a specific type of knowledge, which Koopman refers to as 'a science of government'. This 'science of government' leaves the learners with a blurred understanding of science that is disconnected from external nature and human nature, and is presented as a series of abstract concepts and definitions. The book also investigates the dialectical tensions between the science curriculum and the role of the teacher as an active implementer of the curriculum. The book draws on the work of various phenomenological scholars, namely Edmund Husserl, Martin Heidegger, Merleau-Ponty, and Max van Manen to discuss these tensions.

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The book provides multiple perspectives and insights on the area of Inclusion, Equity and Access for people with disabilities and brings together various inclusive effective practices from 21 countries across the world most comprehensively in one book. The book documents perspectives from educational researchers and teacher educators through first-hand experience using cutting-edge research and conceptual understandings, thought processes, and reflections. The book brings together various methodologies to expose scientific truths in the area of disability and inclusion. Chapter authors utilize a self-reflective stance, representing state of the art theory and

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practice for exploring notions of disability. Authors examine cultural relational practices, common values and beliefs, and shared experiences for the purpose of helping cultural members and cultural strangers better understand interdependent factors. Each chapter is an attempt to unravel a thought provoking, comprehensive, and thorough understanding of the challenges and abilities of individuals with disabilities shaped by their own culture, society and country, re-engaging the promise of scientific research as a generative form of inquiry. The book is designed to be of use to a wide range of professionals; researchers, practitioners, advocates, special educators and parents providing information and or discussions on

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educational needs, health care provisions, and social services irrespective of country and culture.

This book presents a collection of different researches and results on "e-learning". The chapters cover the deficiencies, requirements, advantages and disadvantages of e-learning and distance learning. So, the authors reported their research and analysis results on "e-learning" according to their areas of expertise.

Thayer-Bacon argues that factors such as race, gender, and social status have direct bearing on philosophical inquiry: by abstracting theorists from

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their personal and social contexts, the absolutism of traditional critical thinking philosophies come into question. Thayer-Bacon encourages reevaluating the diversity of inquiry and suggests that diversity is a factor which constructs philosophy.

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