Chapter 1 : Astra Lost in Space Volume 1 - www.nxgvision.com

*Social Spaces, Volume 1: A Pictorial Review [Images Publishing Group] on www.nxgvision.com *FREE* shipping on qualifying offers. This delightfully playful publication features spaces where people meet for a variety of reasons from business to leisure pursuits.*

Therefore, when increasing pool capacity, you can usually achieve optimal pool capacity utilization when you add disks in multiples of the number of disks the storage space needs. Note Storage Spaces in Windows Server R2 and earlier by default uses the largest column count possible given the number of disks you have and the resiliency type you select. However, in environments with a large number of disks, use a column count number one less than the maximum. This allows Storage Spaces to automatically repair virtual disks following a disk failure or after you retire a disk. Why do I have a low capacity warning even though I still have unused pool capacity? Storage Spaces provides advance notification of thinly provisioned storage spaces when the storage pool does not have enough capacity spread among a sufficient number of disks to continue to write new data. To learn when Storage Spaces will generate a warning, consider the following example. A two column, two-way mirror space that uses thin provisioning in a four disk pool Two of the disks have 1TB capacity and two have 2TB capacity. Even though the entire pool has 3. How do I increase pool capacity? Storage Spaces can usually use the additional capacity from even a single additional drive. However, for optimal capacity utilization, consider the number of columns your storage spaces have and add disks in multiples of that number. For example, consider a pool which has a four-column simple space, a one-column, two-way mirror space, and an eight-column parity space. The four-column simple space suggests you expand pool capacity in sets of four disks. The one-column, two-way mirror space suggests you expand pool capacity in sets of two disks for mirror spaces, you have to multiple the number of columns by the number of copies. The eight-column parity space suggests you expand pool capacity in sets of eight disks. In this example, you would want to expand pool capacity in sets of eight disks as eight is a common multiple of the number of columns of each of the storage spaces in the pool. What happens to Storage Spaces when moving physical disks between servers? Storage Spaces records information about pools and storage spaces on the physical disks that compose the storage pool. Therefore, your pool and storage spaces are preserved when you move an entire storage pool and its physical disks from one computer to another. Windows Server starts storage that could potentially be shared with a cluster in a safe state. For Storage Spaces, that means the first time Windows connects to a storage pool, the pool starts as read-only and the storage spaces will start in a detached state. To access your data, you must set the storage pool to read-write and then attach the storage spaces. These steps do not apply to Windows 8 â€" storage pools start as read-write and storage spaces start as attached. How do I check Storage Spaces resiliency health in a failover cluster? The health of each storage space is available only from the cluster node that has the cluster resource for the storage space in the online state. Use Failover Cluster Management to discover which node has the cluster resource for a storage space in the online state. Then use the Storage Pools section of the File and Storage Services role in Server Manager to view the health of the appropriate storage space. To view the health status of a storage pool, use the Get-StoragePool cmdlet on the cluster node that has the cluster resource for the pool in the online state. How do I know repairing a storage space starts and successfully completes? For the repair operation to complete successfully, the pool must have at least as much unused capacity as data to be repaired. If the storage space has a list of disks to use, then the unused capacity must reside on those disks. Unused capacity must reside on disks which do not already host an extent of the stripe to be repaired. Because repair happens over time, this requirement must be continuously fulfilled for a successful repair completion. While repair is successfully progressing, OperationalStatus will be In Service. When repair successfully completes, OperationalStatus is OK. If repair is unable to continue, OperationalStatus returns to Degraded. What happens if I run out of physical capacity on a thinly provisioned storage space? Since the storage space is thinly provisioned, allocation of new capacity occurs as needed. Once capacity is exhausted, there is no room to properly manage files on the storage space and there is a risk of data loss due to file corruption. To protect against that,

Windows takes the storage space offline â€" removing the storage space from the view of anything that was writing and thereby keeping your files safe. Once the pool has more drives, you can bring the storage space back online and continue running. When additional drives are not immediately available, you can try to just bring the storage space back online and get to your files until additional drives are available. However, sometimes applications, or the file system itself, may continue writing once the storage space is online. If additional drives are not immediately available and the storage space cannot remain online, then can still get to your files by using PowerShell to temporarily make your storage space read-only. You can use PowerShell to do that as well. Adding new drives to the storage pool provides the additional capacity the storage space needs. You will be able to bring your storage space back online and continue to copy new files into it.

Chapter 2 : Geometry of Lengths, Areas, and Volumes: Two-Dimensional Spaces, Volume 1

Mapping Mental Spaces: Volume 1 - Kindle edition by Bill Whitehouse. Download it once and read it on your Kindle device, PC, phones or tablets. Use features like bookmarks, note taking and highlighting while reading Mapping Mental Spaces: Volume 1.

Learn more about reviews. It is attempting to cover a lot of composition ground in pages; however, because it is trying to cover so many topics, it does not go as in-depth as it could. It begins by addressing a first-year It begins by addressing a first-year composition student entering a composition classroom on the first day of college. Many of the essays imagine this scenario, yet some of the later essays appear to address an advanced audience without covering enough of the middle ground needed to help them advance. The book contains a table of contents and a good index. More content is needed that focuses on the intermediate stages of writing. Numerous essays are opinion-based works about assignments or strategies that have worked for the authors as writers. These essays appear to be accurate. Some essays present information about inductive and deductive reasoning or argument structure, and the content of these essays is accurate. Sometimes, it is writing to students, and sometimes it is writing to teachers. This is an issue that would affect first-year writers greatly because sometimes the advice given is really for instructors. The tone is inconsistent over the book and within the essays themselves. Many textbooks provide instructor materials. This book seems to be trying to avoid providing instructor materials by including them in the essays that are written towards students. This creates a dual audience, one that the authors switch between. This might not be clear to a first-year composition audience. A student in a first-year composition course would have no control over the classroom activities conducted therein, and it reads like it was written for an instructor. Each essay tackles a specific topic, and there are few references among the essays within the book. The essays also have subheadings, so they could be assigned as smaller sections. There is a block of three essays about invention that possibly should have come earlier. Some of these essays that seem more like idea-building for instructors are clearly addressed to students, though. The interface is excellent. Examples include you vs. These are small oversights. There are some small nods to cultural diversity, but it is mostly overlooked.

Chapter 3 : Experiments in Social Space ()

Vol. 1 is a multi-sensory social-emotional learning package for ages five engaging storybooks presenting core Social Thinking concepts, curriculum book with lessons and full research review, music CD by Grammy®-winner Tom Chapin, and a free tote bag!

Volume 1 provides the missing curriculum we have all been searching for to teach Social Thinking concepts to children in preschool and early elementary school. This curriculum is effective for all children and is especially beneficial to children with high-functioning autism. Our early childhood special education program had the privilege of working with co-author Kari Palmer to pilot lessons from We Thinkers! Volume 1 in our inclusion program. We saw phenomenal results! The curriculum is easy to use, has a clear scope and sequence for teaching essential Social Thinking concepts for school success, and has practical ideas for families to use at home. I cannot recommend this book highly enough! Thinking Thoughts and Feeling Feelings. While we were getting ready to go to P. Jack, a diagnosed autistic child, realized that I was expecting them to be quiet and line up. He turned to his classmates that were misbehaving and said, "Hey Oliver, look at me, look at my face. What do you see? So please be quiet now! I want to thank you for all the great discoveries I made so far thanks to your website. Your articles and the books purchased have greatly improved the social skills of my students this year. Highly recommended for anyone who is interested in learning Social Thinking. Volume 1 series has brought excitement to the process of learning Social Thinking in our preschool-aged children. The easy-to-use stories and engaging large and small group activities have been a wonderful learning opportunity for my teaching team and eager students. The stories took each child on adventures from the heights of space to deep shark-infested caves. I would suggest this series for any teacher helping children grow in social thinking skills and concepts! Volume 1 curriculum to offer a clear map on how to introduce various Social Thinking concepts in a fun and engaging way. It includes a variety of invaluable tools that help with planning instructional activities. The storybooks and lessons have enabled me to provide a strong foundation for social—emotional development in all children in our classroom as it not only benefits children with social-emotional delays but also community peers. Our students are using vocabulary from the curriculum and are doing so in appropriate ways that exhibit a true understanding of the Social Thinking concepts across settings and social contexts. To follow are a few quotes from our students: Teacher Courtney, did I change your thoughts? Following a short discussion about a behavior problem during learning centers. During show and tell; his peers then waited for him to look at them before asking their question. That makes me have unexpected thoughts! During a conflict with a peer during playtime. Stop talking and put your brain back in the group. During circle time when a peer was not attending. The program is globally recognized for establishing the benchmark of excellence in family-friendly media, products and services. The organization is based in the United States and has reviewed thousands of entries from more than 40 countries. Creative Child Awards Seal of Excellence: With 25 years of experience in the industry, we have been continuously celebrated as the "go-to" source for parents and professionals seeking the best products for their children and families.

Chapter 4 : Writing Spaces: Readings on Writing, Volume 1 | Writing Spaces

Volume 1, Issue 2, July-December Social Media Public Space. Crushing Candy: The Free-to-Play Game in Its Connective Commodity Form. David B. Nieborg.

Library of Congress Control Number: Ajzen has conducted research on the attitude-behavior relation and is best known for his theory of planned behavior, a widely applied model of behavioral prediction. He has published several books and numerous scholarly articles in professional journals, and he has been recognized as a highly cited researcher in ISI Web of Knowledge. He received his PhD from University of Arizona. His research interests focus on the motivational and existential dynamics of the human condition and how this interfaces with various forms of social and health behavior. These interests have led him to study the self, psychological defense, and unconscious motivation, among other topics. His applications of these ideas to health-related behavior have been funded by the National Cancer Institute. He has published articles regularly in a variety of journals, including Psychological Bulletin, Psychological Review, Psychological Science, Journal of Experimental Psychology: Albert Bandura is professor of psychology at Stanford University. The major focus of his work centers on the mechanisms of human agency through which people exercise some measure of influence over personal and social change. His book, Social Foundations of Thought and Action: A Social Cognitive Theory Prentice-Hall, , provides the conceptual framework of his theory and analyzes the large body of knowledge bearing on it. His most recent book, Self-Efficacy: His diverse programs of research blend his theoretical interests with an abiding concern for the use of our knowledge for human enlightenment and betterment. Berntson is a professor of psychology at the Ohio State University. He studied biology and psychology at the University of Minnesota, and was awarded a PhD psychobiology and life sciences in He is currently the president of the Society for Psychophysiological Research and is on the editorial board for the International Journal of Psychophysiology. His interest is the behavioral neurosciences broadly, and the multilevel analysis of neurobiological substrates of stress and emotion in particular. In addition, his research focuses on the psychophysiology of autonomic control and its role in health and disease. He has published over papers and several books, including the Handbook of Neuroscience for the Behavioral Sciences Wiley, and the Handbook of Psychophysiology Cambridge University Press, His research interests focus on the study of the psychological mechanisms underlying attitudes and persuasion. These fundamental processes range from the least thoughtful automatic processes e. Cacioppo takes a social neuroscientific approach in his investigations of affect and social behavior, where he and his colleagues utilize a variety of methods, including functional magnetic resonance imaging fMRI , standard and high-density electroencephalography and event-related brain potentials, psychophysiological assessments, neuroendocrine and immune assays, and quantitative genetics. Norton, , Social Neuroscience: Classic and Contemporary Approaches Westview Press, Carver is distinguished professor of psychology at the University of Miami. He has worked on a wide range of topics in personality, social, health, and clinical psychology. These topics include basic concepts regarding behavioral self-regulation, optimism, and the origins and functions of affect. He has also worked on applied topics such as vulnerability factors in both depression and mania. He has received awards for outstanding professional contributions from Division 38 Health Psychology and Division 8 Personality and Social Psychology of the American Psychological Association. He has been an editor of the Journal of Personality and Social Psychology, and currently is associate editor of Psychological Review. He and his longtime collaborator Michael F. His current work focuses on genetic correlates of personality and psychopathology. She is now retired and lives in Berkeley. Joel Cooper is professor of psychology and former chair of the department of psychology at Princeton University. His research has focused on attitudes and attitude change, with particular emphasis on cognitive dissonance. Cooper is the author of Cognitive Dissonance: Understanding the Digital Divide Lawrence Erlbaum, A former chair of the executive committee of the Society of Experimental Social Psychology, Cooper is currently the editor-in-chief of the Journal of Experimental Social Psychology. Deci is Helen F. For more than 40 years he has done research on human motivation, much of it in collaboration with Richard M. Deci has published ten books, including: A grantee of

the National Institutes of Health, the National Science Foundation, and the Institute of Education Sciences, he has lectured and consulted for universities, organizations, and governmental agencies in 23 countries on five continents. Roland Deutsch is professor of social psychology at the Technical University Dresden. His research is focused on social cognition and motivation. Author of over publications, she investigates social cognition, especially cognitive stereotypes and emotional prejudices, at cultural, interpersonal, and neural levels. She recently edited Beyond Common Sense: She wrote Social Beings: How Status [Page xii]Divides Us She served as the Director of the Northwestern University Regional Center for the Depression Treatment Network DTN , as part of a collaborative network of mood disorder researchers from 15 academic institutions. She directs a translational affective science laboratory, Stress and Depression Laboratory SADLAB , and with the National Institute of Mental Health and foundation funding, conducts clinical research studies on substrates of disease onset and progression, biological and behavioral predictors of treatment response, new treatment development, and clinical efficacy testing. Her published work is on affective information processing, behavioral activation treatment, and predictors of treatment response. Gollwitzer has developed various models of action control: Wicklund , the mindset model of action phases with Heinz Heckhausen , the auto-motive model of automatic goal striving with John A. Bargh , and most recently the theory of intentional action control, which distinguishes implementation intentions from goal intentions, and describes how if-then planning i. Gollwitzer is the editor of Psychology of Action: Bargh; Oxford University Press, Jeffrey Greenberg is professor of psychology at the University of Arizona. He has published over articles and chapters, primarily focused on understanding self-esteem, prejudice, and intergroup conflict. In collaboration with Sheldon Solomon and Tom Pyszczynski, he developed terror management theory, a broad theoretical framework which explores the role of existential fears in diverse aspects of human behavior. He has spent time as a visiting professor at the Department of Psychology at the University of California at Berkeley, and at the University of Tilburg in Holland. For many years most of his research was on attitude change, influence, and interpersonal attraction. While some of that research continues, more recently his research has focused on interindividual-intergroup discontinuityâ€"the tendency in some social contexts for relations between groups to be more conflict prone than relations between individuals. Kenrick is professor of psychology at Arizona State University. His research attempts to integrate ideas from evolutionary biology, cognitive science, and dynamical systems theory. Kenrick has edited several books on evolutionary psychology, and contributed chapters to the Handbook of Social Psychology and Handbook of Evolutionary Psychology. He is author of Sex, Murder, and the Meaning of Life: Goals in Interaction 5th ed. Kruglanski is a distinguished university professor at the University of Maryland, College Park. He has served as editor of the Journal of Personality and Social Psychology: His interests have been in the domains of human judgment and decision making, the motivation-cognition interface, group and intergroup processes, and the psychology of human goals. His work has been disseminated in over articles, [Page xiv]chapters and books and has been continuously supported by grants from the National Science Foundation, the National Institute of Mental Health, Deutsche Forschungs Gemeineschaft, the Ford Foundation, and the Israeli Academy of Science. He has recently served as member of the National Academy of Science panels on counterterrorism, and educational paradigms in homeland security. Van Lange is professor of social psychology and chair of the department of social and organizational psychology at the VU University at Amsterdam, the Netherlands. Most of his research on human cooperation and trust is grounded in interdependence theory, through which he seeks to understand the functions of forgiveness, generosity, empathy, competition, and general beliefs of human nature in various situations. Alison Ledgerwood is an assistant professor in the psychology department at the University of California, Davis. Her research focuses on understanding when and why evaluations shift in response to the social context, and her work has been published in the Journal of Personality and Social Psychology, the Journal of Experimental Social Psychology, Psychological Science, Social Cognition, and Advances in Experimental Social Psychology. Norris is an assistant professor in the department of psychological and brain sciences at Dartmouth College. Her research uses neuroscience and psychophysiological measures to understand emotional and evaluative processes. She is interested in how individual differences in responses to emotional stimuli and events affect mental and physical health, as well as the role that the social context plays in these

relationships. Petty is a distinguished university professor of psychology at Ohio State University. He has published eight books and over articles and chapters. Ryan is professor of psychology, psychiatry, and education at the University of Rochester, and the director of clinical training. He is a widely published researcher and theorist [Page xv]in the areas of human motivation, personality, and wellbeing, and codeveloper with Edward L. Deci of self-determination theory. Scheier is professor and head of psychology at Carnegie Mellon University. His research falls at the intersection of personality, social, and health psychology. His current research focuses on the effects of dispositional optimism on psychological and physical well-being, and on the health benefits of goal adjustment when confronting adversity. Campbell Award for distinguished lifetime contributions to social psychology offered by APA Divisions 38 and 8, respectively. He has served Division 38 Health Psychology in the past as chair of the Nominations and Election Committee, as associate editor of Health Psychology, and as president. Nira Liberman is professor of psychology at Tel Aviv University. Her doctoral degree is from Tel Aviv University. As one of the authors of Construal Level Theory, much of her research focuses on psychological distance â€" how it affects and is being affected by mental construal, prediction, decision making, persuasion, performance, interpersonal relations, and more. She also made contributions to other areas of theory and research, all of which come under the general umbrella of the interface between motivation and cognition: An attributional theory of thought suppression, the question of how goals affect construct accessibility, how regulatory foci affect decision making. His research focuses on the socially situated and embodied nature of cognition, the interplay of feeling and thinking, and the implications of basic cognitive and communicative processes for public opinion, consumer behavior, and social science research. He has previously served as professor and chair of the department of social psychology at the Free University, where he also was the research director of the Faculty of Psychology and Education. He was also the founding scientific director of the Kurt Lewin Institute, the inter-university graduate school in social psychology and its applications and was chair of the Standing Committee on Social Sciences SCSS of the European Science Foundation. His research focuses on issues in the domain of social cognition.

Chapter 5 : Storage spaces direct volume degraded

yes. actually 3 healthy volumes and 1 unhealthy degraded volume. I have 3 volumes showing Resiliency: mirror and the unhealthy volume is showing www.nxgvision.com these volumes were created as mirror(3-way).How do we see on which servers these failed disks are located?

Biography[edit] Lefebvre was born in Hagetmau , Landes , France. He studied philosophy at the University of Paris the Sorbonne , graduating in Lefebvre joined the PCF in and became one of the most prominent French Marxist Intellectuals during the second quarter of the 20th century, before joining the French resistance. Among his works was a highly influential, anti-Stalinist, text on dialectics called Dialectical Materialism Structuralism , especially the work of Louis Althusser. Following the publication of this book, Lefebvre wrote several influential works on cities, urbanism, and space, including The Production of Space , which became one of the most influential and heavily cited works of urban theory. By the s, Lefebvre had also published some of the first critical statements on the work of post-structuralists , especially Foucault. In his obituary, Radical Philosophy magazine honored his long and complex career and influence: During his long career, his work has gone in and out of fashion several times, and has influenced the development not only of philosophy but also of sociology, geography, political science and literary criticism. Lefebvre defined everyday life dialectically as the intersection of "illusion and truth, power and helplessness; the intersection of the sector man controls and the sector he does not control", [18] and is where the perpetually transformative conflict occurs between diverse, specific rhythms: It was the residual. Lefebvre argued that everyday life was an underdeveloped sector compared to technology and production, and moreover that in the mid 20th century, capitalism changed such that everyday life was to be colonizedâ€"turned into a zone of sheer consumption. In this zone of everydayness boredom shared by everyone in society regardless of class or specialty, autocritique of everyday realities of boredom vs. This was essential to Lefebvre because everyday life was where he saw capitalism surviving and reproducing itself. Without revolutionizing everyday life, capitalism would continue to diminish the quality of everyday life, and inhibit real self-expression. The critique of everyday life was crucial because it was for him only through the development of the conditions of human lifeâ€"rather than abstract control of productive forcesâ€"that humans could reach a concrete utopian existence. The social production of space[edit] Lefebvre dedicated a great deal of his philosophical writings to understanding the importance of the production of space in what he called the reproduction of social relations of production. These works have deeply influenced current urban theory, mainly within human geography, as seen in the current work of authors such as David Harvey , Dolores Hayden , and Edward Soja , and in the contemporary discussions around the notion of spatial justice. Lefebvre is widely recognized as a Marxist thinker who was responsible for widening considerably the scope of Marxist theory, embracing everyday life and the contemporary meanings and implications of the ever-expanding reach of the urban in the western world throughout the 20th century. Lefebvre contends that there are different modes of production of space i. This argument implies the shift of the research perspective from space to processes of its production; the embrace of the multiplicity of spaces that are socially produced and made productive in social practices; and the focus on the contradictory, conflictual, and, ultimately, political character of the processes of production of space. The social production of space is commanded by a hegemonic class as a tool to reproduce its dominance see Antonio Gramsci. The city of the ancient world cannot be understood as a simple agglomeration of people and things in spaceâ€"it had its own spatial practice, making its own space which was suitable for itselfâ€"Lefebvre argues that the intellectual climate of the city in the ancient world was very much related to the social production of its spatiality. Then if every society produces its own space, any "social existence" aspiring to be or declaring itself to be real, but not producing its own space, would be a strange entity, a very peculiar abstraction incapable of escaping the ideological or even cultural spheres. Based on this argument, Lefebvre criticized Soviet urban planners on the basis that they failed to produce a socialist space, having just reproduced the modernist model of urban design interventions on physical space, which were insufficient to grasp social space and applied it onto that context: These ideas lose completely their meaning without

producing an appropriate space. A lesson to be learned from soviet constructivists from the s and 30s, and of their failure, is that new social relations demand a new space, and vice-versa. Many responses to Castells are provided in The Survival of Capitalism, and some may argue[who? Trebitsch, Postface Henri Lefebvre. State University of New York Press. Presses Universitaires de France. Allen Lane The Penguin Press, First English translation published by Jonathan Cape Ltd. From Nanterre to the Summit, Paris: Frank Bryant as The Survival of Capitalism. Allison and Busby, The Basic Concerns of Mankind, London:

Chapter 6 : Volume and Dynamics of International Migration and Transnational Social Spaces - Oxford Sch

Writing Spaces: Readings on Writing, Volume 1, is a collection of Creative Commons licensed essays for use in the first year writing classroom, all written by writing teachers for students.

Chapter 7 : Henri Lefebvre - Wikipedia

Writing Spaces (Volume 1) covers a wide range of topics suitable for freshmen composition. The first noticeable characteristic is that the text directly addresses first-year college students, which draws the students into the text.

Chapter 8 : Writing Spaces: Readings on Writing Vol. I - Open Textbook Library

This is the first part of a three-volume work on the nature of power in human societies. In it, Michael Mann identifies the four principal 'sources' of power as being control over economic, ideological, military, and political resources.

Chapter 9 : School Rules! Vol 2 - Social Skill Builder

School Rules! Vol 1 Volume 1 teaches older children (of cognitive age) acceptable behaviors during structured activities related to the classroom, group work and physical education.