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This open access book presents the first comprehensive overview of general methods in Automated Machine Learning (AutoML), collects descriptions of existing systems based on these methods, and discusses the first series of international challenges of AutoML systems. The recent success of commercial ML applications and the rapid growth of the field has created a high demand for off-the-shelf ML methods that can be used easily and without expert knowledge. However, many of the recent machine learning successes crucially rely on human experts, who manually select appropriate ML architectures (deep learning architectures or more traditional ML workflows) and their hyperparameters. To overcome this problem, the field of AutoML targets a progressive automation of machine learning, based on principles from optimization and machine learning itself. This book serves as a point of entry into this quickly-developing field for researchers and advanced students alike, as well as providing a reference for practitioners aiming to use AutoML in their work.

What effect has globalization had on our understanding of literacy? Grassroots Literacy seeks to address the relationship between globalization and the widening gap between 'grassroots' literacies, or writings from ordinary people and local communities, and 'elite' literacies. Displaced from their original context to elite literacy environments in the form of letters, police declarations and pieces of creative writing, 'grassroots' literacies are unsurprisingly easily disqualified, either as 'bad' forms of literacy, or as messages that fail to be understood. Through close analysis of two unique, handwritten documents from the Democratic Republic of the Congo, Jan Blommaert considers how 'grassroots' literacy in the Third World develops outside the literacy-saturated environments of the developed world. In examining these documents produced by socially and economically marginalized writers Blommaert demonstrates how literacy environments should be understood as relatively autonomous systems. Grassroots Literacy will be key reading for students of language and literacy studies as well as an invaluable resource for anyone with an interest in understanding the implications of globalization on local literacy practices.

Earthen architecture constitutes one of the most diverse forms of cultural heritage and one of the most challenging to preserve. It dates from all periods and is found on all continents but is particularly prevalent in Africa, where it has been a building tradition for centuries. Sites range from ancestral cities in Mali to the palaces of Abomey in Benin, from monuments and mosques in Iran and Buddhist temples on the Silk Road to Spanish missions in California. This volume's sixty-four papers address such themes as earthen architecture in Mali, the conservation of living sites, local knowledge systems and intangible aspects, seismic and other natural forces, the conservation and management of archaeological sites, research advances, and training.

TRENDS IN LINGUISTICS is a series of books that open new perspectives in our understanding of language. The series publishes state-of-the-art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighbouring fields such as neuroscience and cognitive science. TRENDS IN LINGUISTICS considers itself a forum for cutting-edge research based on solid empirical data on language in its various manifestations, including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. TRENDS IN LINGUISTICS publishes monographs and outstanding dissertations as well as edited volumes, which provide the opportunity to address controversial topics from different empirical and theoretical viewpoints. High quality standards are ensured through anonymous reviewing.

Working the Field: Accounts from French Louisiana records reflections on the fieldwork conducted in French Louisiana by a group of anthropologists and folklorists from Louisiana, the United States, Canada, and France between the 1970s and 2000. Contributors cast a critical look at the core anthropological concepts of field informants, and knowledge. Reassessing, they propose that the field, identities, and knowledge acquired are not set entities but rather are a matter of construction. Personal profiles of the researchers (native or outsider, activist or academic, man or woman, black or white) contribute to frame the investigations. Essays also illustrate the shifting of these identities during and after the research in response to personal, relational, and political circumstances. This volume is a vital addition to the body of work on French Louisiana and Cajun and Creole Culture, and it provides an understanding of the true nature of anthropological fieldwork that is of great value to anyone attempting to research in a modern setting.

In the Prospective Principals' Program at Stanford University, students are engaged in problem-based learning (PBL), a cooperative, small-group approach providing opportunities to resolve problems likely to confront real-world professionals. To illustrate PBL's background and rationale, chapter 1 briefly describes how the topic of teacher selection might be introduced using traditional, case-method, and PBL approaches. Chapter 2 focuses on the students' role and how instructors can minimize the frustration and difficulties students experience in Stanford's PBL curriculum. Chapter 3 describes a field test of the teacher selection project, focusing on valuable lessons for student and instructor. Chapter 4 explains the instructor's role in PBL and how to deal with potential challenges arising while implementing a PBL project. The fifth chapter contains six student essays to illustrate what students report learning about leadership and various administrative skills. Chapter 6 describes possible obstacles hindering PBL implementation and outlines a strategy for overcoming these impediments. The last chapter focuses on future challenges, including explicating student-centered learning, facilitating administrators' lifelong learning, conducting research on PBL effectiveness, and exploring other PBL contexts for educating administrators. Appendices provide a description of Stanford's PBL program, samples of problem-stimulated learning projects, and a project checklist. (50 references) (MLH)