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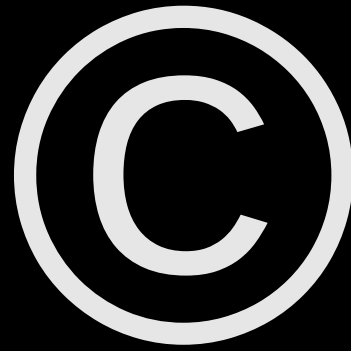
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Pure Economic Loss and Non-Adopters: Comparing Liability in Australia, Canada, and the United States

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Monash University, Australia

Australia, Canada, and the United States all allow GM crops to be released into the open environment. In all three jurisdictions, non-adopters of GM crops claim they can no longer choose to be non-adopters. The issue of whether there is a right to choose how to farm that is protected by law is left to the courts in the three jurisdictions. This article considers whether GM-adopting farmers and those creating or distributing GM seeds could be liable to non-adopters for pure economic loss in the three jurisdictions and, thus, whether such a right exists. The study finds that there is unlikely to be liability in the United States, but that liability is theoretically possible in Australia and Canada. It concludes that it is in the interests of all that this policy issue be responded to by government rather than the courts.

Key words: agricultural biotechnology, compensation, economic injury, liability, GM crops, GMOs, negligence.

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Rapid movement of frozen debris-lobes: implications for permafrost degradation and slope instability in the south-central Brooks Range, Alaska

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El papel de los exámenes formativos digitales en el aprendizaje virtual de matemáticas: un estudio de caso en los Países Bajos

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Resumen

La repetida evaluación diagnóstica y formativa es uno de los elementos clave del aprendizaje centrado en el alumno, ya que ofrece a los estudiantes un flujo continuo de información sobre su nivel de conocimientos en distintas materias y permite optimizar la posterior elección de actividades de aprendizaje. Cuando se integra en un sistema de aprendizaje virtual, la evaluación formativa puede convertir esta información en instantánea, lo que constituye un aspecto crucial para el retorno de información en un aprendizaje centrado en el alumno. Este estudio empírico sobre el papel de la evaluación formativa en el aprendizaje virtual de matemáticas se centra en la ventaja de integrar estas evaluaciones en un sistema nacional o estatal de exámenes. Estos exámenes proporcionan a los estudiantes una información crucial para su aprendizaje personal; suministran a los profesores los datos necesarios para llevar a cabo la planificación docente; y ofrecen a los encargados de elaborar los planes de estudio la información necesaria sobre las fortalezas y las debilidades de los estudiantes de cada programa y la necesidad de solucionar cualquier deficiencia. En último lugar, ofrecen información sobre la calidad de la enseñanza a escala nacional o estatal y son un medio para controlar su desarrollo a través del tiempo. Daremos ejemplos de todas estas ventajas según los datos del proyecto nacional ONBETWIST, que forma parte del programa de aprendizaje virtual holandés «Los exámenes y el aprendizaje basado en exámenes».

Palabras clave

evaluación intermedia, cursos puente, matemáticas, educación internacional heterogénea, reforma de los programas de matemáticas

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