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Resources in Education 1997

Dorothy Heathcote Betty Jane Wagner 1999-01-01 This book gives us a close-up detailing of this gifted, dynamic teacher in a variety of classroom settings, along with analyses of Heathcote's remarkable improvisations with young people.

Case Studies in Science Education University of Illinois at Urbana-Champaign. Center for Instructional Research and Curriculum Evaluation 1978

The Weekly Review 1989

Kenya African Nationalism Daniel Arap Moi 1986

Curriculum Implementation Michael Fullan 1981

Mathematics Education in East Africa Anjum Halai 2016-03-08 *THIS BOOK WILL SOON BE AVAILABLE AS OPEN ACCESS BOOK* This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our understanding of the state of secondary mathematics education in East Africa.

The Spectator 1909

Education in the Republic of Kenya James R. Sheffield 1971

Where Have All the Textbooks Gone? Tony Read 2015-07-22 This World Bank report is a rich compilation of information on teaching learning materials (TLM) in Africa based on the extensive and multi-faceted experience of the author's work in the education sector in Africa. The study examines a wide range of issues around TLM provision including curriculum, literacy and numeracy, language of instruction policy, procurement and distribution challenges, TLM development and production and their availability, management and usage in schools. It also looks at the role of information and communication technology (ICT) based TLMs and their availability. The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students. This study, which draws from more than 40 Anglophone, Francophone, Lusophone, and Arabic-speaking countries will be particularly useful for policymakers, development partners, and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa.

Pedagogy of the Oppressed Paulo Freire 1972

British Books in Print 1970

Visible Learning for Teachers John Hattie 2012-03-15 In November 2008, John Hattie's ground-breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. *Visible Learning for Teachers* takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of *Visible Learning* to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management. *Visible Learning for Teachers* is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

A Framework for Task-based Learning Jane Willis 1996 This is a user-friendly guide to the theory and practice of task-based learning for the classroom teacher. The book shows how the task-based approach can be used to deal with all ages and levels, including mixed-ability classes, integrated skills and corpus work, and grammatical analysis.

The New Social Studies Edwin Fenton 1967

Second Language Writing Ken Hyland 2019-06-30 Provides an accessible, comprehensive and practical introduction to current theory and research in second language writing and their classroom applications.

Musical America 1921

The Athenaeum 1861

Milestones in History and Government Priscilla Kivuitu 2003

Resources in Education 1997-04

The Status of Social Studies Jeff Passe 2013-10-01 A team of researchers from 35 states across the country developed a survey designed to create a snapshot of social studies teaching and learning in the United States. With over 12,000 responses, it is the largest survey of social studies teachers in over three decades. We asked teachers about their curricular goals, their methods of instruction, their use of technology, and the way they address the needs of English language learners and students with disabilities. We gathered demographic data too, along with inquiries about the teachers' training, their professional development experiences, and even whether they serve as coaches. The enormous data set from this project was analyzed by multiple research teams, each with its own chapter. This volume would be a valuable resource for any professor, doctoral student, or Master's student examining the field of social studies education. It is hard to imagine a research study, topical article, or professional development session concerning social studies that would not quote findings from this book about the current status of social studies. With chapters on such key issues as the teaching of history, how teachers address religion, social studies teachers' use of technology, and how teachers adapt their instruction for students with disabilities or for English language learners, the book's content will immediately be relevant and useful.

Teaching Modern Languages Ann Swarbrick 2002-03-11 Modern language classrooms are currently dominated by the communicative method of language teaching. This reader draws together recent and newly commissioned papers to show the origins of communicative methodology, how it has developed, what its research justification is and how it can most effectively be used in the classroom. Various chapters examine the particular challenges of differentiation, teaching grammar, encouraging pupils to use the target language together and teaching a foreign language to children with special educational needs. The final section discusses ways of developing creativity in the modern languages classroom through the use of drama, creative writing and role play. Anyone involved in teaching modern languages will find this reader a rich source for reflection and good practice.

Betrayal in the City F. D. Imbuga 1987 *Betrayal in the City*, first published in 1976 and 1977, was Kenya's national entry to the Second World Black and African Festival of Arts and Culture in Lagos, Nigeria. The play is an incisive, thought-provoking examination of the problems of independence and freedom in post-colonial African states, where a sizeable number of people feel that their future is either blank or bleak. In the words of Mosese, one of the characters: "It was better while we waited. Now we have nothing to look forward to. We have killed our past and are busy killing our future."--Page 4 of cover.

Materials Evaluation and Design for Language Teaching Ian McGrath 2013-04-13 Teaching materials play a crucial role in teaching-learning. When these take the form of a textbook it is essential that it is carefully selected to meet both external requirements and the needs of the teachers, as well as allowing teacher to mediate between the textbook and the learners, adapting and supplementing the book as necessary. Providing a systematic approach to the selection and subsequent evaluation of coursebooks, this textbook gives practical advice on adaptation and supplementation, and beyond. Suggestions on systematising the process of materials development and on the use of learner-generated materials are included for teachers who prefer to prepare their own materials. With integrated and wide-ranging coverage of the topic, this is the ideal book for those studying or practising language teaching or applied linguistics. Key Features:* Numerous examples* Interleaved tasks which can be utilised by an instructor* Extensive bibliography

New Zealand National Bibliography 1980

Curriculum, Instruction and Assessment in Japan Koji Tanaka 2016-08-25 This book provides a comprehensive overview of the history and current status of policy, research and practices of curriculum, classroom instruction and assessment in Japan. It outlines the mechanism of curriculum organization and the history of the National Courses of Study, and assesses the theories of academic ability model. It also discusses in detail the history of "Lesson Study" - a characteristic teaching practice in Japan which utilizes groups, and reviews the history of educational assessment in Japan. Case studies on the practice of portfolio assessment in the Period for Integrated Study, as well as the practice of performance tasks in subject-based education are illustrated to show various examples of teaching practices. Curriculum, Instruction and Assessment in Japan explores: • Child-centered Curriculum and Discipline-Centered Curriculum • Theories based on Models of Academic Achievement and Competency • Various Methods for Organizing Creative Whole-Class Teaching • Performance Assessment in Subject Teaching A good guideline for those who would like to use the idea of "Lesson Study" in order to improve their own teaching and management practices and a reference to all working in educational improvement, this book will be of interest to educators and policymakers concerned with curriculum practices or those with an interest in the Japanese education system.

The Struggle for the American Curriculum, 1893-1958 Herbert M. Kliebard 2004 First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

A Study of Curriculum Development in Kenya Curriculum Development Mission 1972

The Lincoln Library of Essential Information an Up to Date Manual for Daily Reference, for Self Instruction, and for General Culture Named in Appreciative Remembrance of Abraham Lincoln, the Foremost American Exemplar of Self Education 1924

Decolonization and Independence in Kenya Bethwell A. Ogot 1995 This is a sharply observed assessment of the history of the last half century by a distinguished group of historians of Kenya. At the same time the book is a courageous reflection in the dilemmas of African nationhood. Professor B. A. Ogot says: "The main purpose of the book is to show that decolonization does not only mean the transfer of alien power to sovereign nationhood; it must

also entail the liberation of the worlds of spirit and culture, as well as economics and politics. "The book also raises a more fundamental question, that is: How much independence is available to any state, national economy or culture in today's world? It asks how far are Africa's miseries linked to the colonial past and to the process of decolonization? "In particular the book raises the basic question of how far Kenya is avoidably neo-colonial? And what does neo-colonial dependence mean? The book answers these questions by discussing the dynamic between the politics of decolonization, the social history of class formation and the economics of dependence. The book ends with a provocative epilogue discussing the transformation of the post-colonial state from a single-party to a multi-party system."

Majibu Ya Mazoezi Addison-Wesley Longman, Limited 1973-12-01

PTE Revision Social Studies

History and Government Were M. W. Nasibi 2005

Maktaba 1984

Fathers of Nations Paul B. Vitta 2013 The very best of the world's best researchers have discovered a way to develop Africa: Way Omega. Now Africa's heads of state are at a summit to approve it. If they do, it promises Africa will start developing immediately. Unknown to the summit are aggrieved conspirators plotting to defeat Way Omega and replace it with a rival strategy: Path Alpha. Their path, they say, is the only way. Should the summit still follow Way Omega, or make a U-turn? *Fathers of Nations* is a satire on contemporary African politics.

Vocationalisation of Secondary Education Revisited Jon Lauglo 2006-03-30 The book is a cutting-edge contribution to the debate which has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world of work. The book provides concrete examples of the vocationalisation of secondary education, with particular reference to the situation in Africa. The target audience for the book includes policy-makers, practitioners, administrators, education planners, researchers, teachers and teacher educators with a concern about the relationship between secondary education and education for the world of work (with particular reference to technical and vocational education and training - TVET.) The book appears in the Springer book series on 'Technical and Vocational Education and Training: Issues, Concerns and Prospects' and compliments the 'International Handbook of Technical and Vocational Education and Training' and other publications in the 'International Library of TVET' all of which are publications of the 'UNESCO-UNEVOC International Centre for TVET' in Bonn, Germany

African Journal of Education Studies 2006

Curriculum Overload A Way Forward OECD 2020-11-25 Schools are constantly under pressure to keep up with the pace of changes in society. In parallel, societal demands for what schools should teach are also constantly changing; often driven by political agendas, ideologies, or parental pressures, to add global competency, digital literacy, data literacy, environmental literacy, media literacy, social-emotional skills, etc. This "curriculum expansion" puts pressure on policy makers and schools to add new contents to already crowded curriculum.

Canonicity, Postcoloniality, and Power James Nyachae Michira 2007

Chemistry for Secondary Schools Ernest L. Dinsmore 1925