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OECD Reviews of School Resources: Estonia 2016 Santiago Paulo 2016-04-06 The effective use of school resources is a policy priority across OECD countries. The OECD Reviews of School Resources explore how resources can be governed, distributed, utilised and managed to improve the quality, equity and efficiency of school education.

Negotiating Transcultural Lives Dirk Hoerder 2005 In simple terms, transculturation describes the phenomenon of merging and converging cultures. In societies of the early twenty-first century, transculturation is amplified by communication and transportation technology. Global media conglomerates, the Internet, and air travel are bringing cultures together at an accelerating pace. This reality is especially apparent among young people, who routinely negotiate their position with peers from other cultural and socio-economic contexts. In Negotiating Transcultural Lives Dirk Hoeder, Yvonne HA(c)bert, and Irina Schmitt bring together an international group of scholars to reflect on transculturation in the daily lives of youth. The contributors analyze the life experiences of young people in several societies with emphasis on Europe and Canada. Adopting a comparative perspective, the authors argue that in order to understand the issue of cultural belonging in young people today, it is necessary to examine the broader social and historical context while avoiding mono-cultural assumptions. Ultimately, the goal of the collection is to encourage teachers, social workers, journalists, and the media to recognize and appreciate the diverse cultural perspectives and contributions of contemporary youth.

Conducting Educational Design Research Susan McKenney 2018-09-03 Educational design research blends scientific investigation with the systematic development and implementation of solutions to educational challenges. Empirical inquiry is conducted in real learning settings – not laboratories – to craft effective solutions to the complex challenges facing educational practitioners. At the same time, the research is carefully structured to produce theoretical understanding that can serve the work of others. Conducting Educational Design Research, 2nd Edition has been written to support graduate students as well as experienced researchers who are new to this approach. Part I describes the origins, outcomes,

and generic approach. Part II discusses the core processes of the generic approach in detail. Part III recommends how to propose, report, and advance educational design research. In addition to expanded treatment of research goals and practicalities, more examples, and attention to design-based implementation research, this new edition features enhanced guidance. For each of the four core processes, this volume offers: assessment tools detailed, behind-the-scenes descriptions of actual project work examples of how specific theories have been used to enrich the work For decades, policies for educational research worldwide have swung back and forth between demanding rigor above all other concerns, and increasing emphasis on impact. These two qualities, rigor and impact, need not be mutually exclusive. This volume supports readers in grasping and realizing the potential of educational design research. It demonstrates how rigorous and relevant investigation can yield both theoretical understanding and solutions to urgent educational challenges.

Handbook of Effective Inclusive Schools James McLeskey 2014-05-16 Over the last decade, the educational context for students with disabilities has significantly changed primarily as a result of mandates contained in NCLB and IDEA. The purpose of this book is to summarize the research literature regarding how students might be provided classrooms and schools that are both inclusive and effective. Inclusive schools are defined as places where students with disabilities are valued and active participants in academic and social activities and are given supports that help them succeed. Effectiveness is addressed within the current movement toward multi-tiered systems of support and evidence-based practices that meet the demands of high-stakes accountability.

The Hidden Curriculum and Moral Education Henry A. Giroux 1983

Agile and Lean Concepts for Teaching and Learning David Parsons 2018-10-24 This book explores the application of agile and lean techniques, originally from the field of software development and manufacturing, to various aspects of education. It covers a broad range of topics, including applying agile teaching and learning techniques in the classroom, incorporating lean thinking in educational workflows, and using team-based approaches to student-centred activities based on agile principles and processes. Demonstrating how agile and lean ideas can concretely be applied to education, the book offers practical guidance on how to apply these ideas in the classroom or lecture hall, as well as new concepts that could spark further research and development.

TALIS Supporting Teacher Professionalism Insights from TALIS 2013 OECD 2016-02-12 This report examines the nature and extent of support for teacher professionalism using the Teaching and Learning International Survey (TALIS) 2013, a survey of teachers and principals in 34 countries and economies around the world.

Economics of Education George Psacharopoulos 2014-05-17 Economics of Education: Research and Studies reviews key topics in the field of economics of education since 1960s. This book is organized into 12 parts. Part I and Part II focus on the supply side of human capital and narrower aspects of human capital creation by means of education. Subsequent parts look at the benefits of education; relationship between education and employment; controversies in the field of economics of education; issues of manpower planning; and methodology for empirically analyzing the issues in the economics of education. The last two parts address the costs of education, with emphasis on cost function, analysis and on the financing of education.

The Political Economy of Collective Skill Formation Marius R. Busemeyer 2012 The book examines skill systems and vocational training in a number of coordinated market economies, analysing historical

origins and contemporary developments. As well as case studies on Germany, Austria, Switzerland, the Netherlands, and Denmark, it also contains comparative chapters exploring reactions to common challenges.

The Challenge of Rethinking History Education Bruce A. VanSledright 2010-09-13 Every few years in the United States, history teachers go through what some believe is an embarrassing national ritual. A representative group of students sit down to take a standardized U.S. history test, and the results show varied success. Sizable percentages of students score at or below a "basic" understanding of the country's history. Pundits seize on these results to argue that not only are students woefully ignorant about history, but history teachers are simply not doing an adequate job teaching historical facts. The overly common practice of teaching history as a series of dates, memorizing the textbook, and taking notes on teachers' lectures ensues. In stark contrast, social studies educators like Bruce A. VanSledright argue instead for a more inquiry-oriented approach to history teaching and learning that fosters a sense of citizenship through the critical skills of historical investigation. Detailed case studies of exemplar teachers are included in this timely book to make visible, in an easily comprehensible way, the thought processes of skilled teachers. Each case is then unpacked further to clearly address the question of what history teachers need to know to teach in an investigative way. The Challenge of Rethinking History Education is a must read for anyone looking for a guide to both the theory and practice of what it means to teach historical thinking, to engage in investigative practice with students, and to increase students' capacity to critically read and assess the nature of the complex culture in which they live.

Using the European Portfolio for Student Teachers of Languages David Newby 2011-01-01 The European Portfolio for Student Teachers of Languages is a tool for reflection and self-assessment of the didactic knowledge and skills necessary to teach languages. It builds on insights from the Common European Framework of Reference and the European Language Portfolio as well as the European Profile for Language Teacher Education. Four years after its initial publication it has been translated into twelve European and Asian languages.To meet widespread demand this ECML publication provides materials which support its implementation in teacher education. The book entitled Using the European Portfolio for Student Teachers of Languages presents examples, discussions and research findings of how the EPOSTL is used in initial teacher education courses, in bi-lateral teacher education programs and in teaching practice. The accompanying folder and flyer feature, amongst other things, guidelines for strategic measures for introducing the EPOSTL in a particular institution.

The Routledge International Handbook of Research on Dialogic Education Neil Mercer 2019-09-26 The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education. With contributions from the world's leading researchers, it describes underpinning theoretical approaches, debates, methodologies, evidence of impact, how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time. The handbook is divided into seven sections, covering: The theory of Dialogic Education Classroom dialogue Dialogue, teachers and professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched, the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research. Featuring chapters from authors working in different educational contexts around the world, the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio-cultural research. It will interest students on PhD programmes in Education Faculties, Master's level courses in Education and

postgraduate teacher-training courses. The accounts of results achieved by high-impact research projects around the world will also be very valuable for policy makers and practitioners.

Protestantism and Capitalism Jere Cohen 2002 Each of the hypotheses that Jere Cohen finds in Weber's text represents a potential mechanism through which Puritanism could have exerted its econmic influence. The aim of the book as a whole is to determine how Puritanism exerted its influence on capitalism, how many mechanisms were at work and how powerful the impact might actually have been.

Knowing What Students Know National Research Council 2001-10-27 Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments-assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. Knowing What Students Know essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment-what students know and how well they know it-as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, Knowing What Students Know will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

Space-Time Reference Systems Michael Soffel 2012-10-18 The high accuracy of modern astronomical spatial-temporal reference systems has made them considerably complex. This book offers a comprehensive overview of such systems. It begins with a discussion of 'The Problem of Time', including recent developments in the art of clock making (e.g., optical clocks) and various time scales. The authors address the definitions and realization of spatial coordinates by reference to remote celestial objects such as quasars. After an extensive treatment of classical equinox-based coordinates, new paradigms for setting up a celestial reference system are introduced that no longer refer to the translational and rotational motion of the Earth. The role of relativity in the definition and realization of such systems is clarified. The topics presented in this book are complemented by exercises (with solutions). The authors offer a series of files, written in Maple, a standard computer algebra system, to help readers get a feel for the various models and orders of magnitude. Beyond astrometry, the main fields of application of high-precision astronomical spatial-temporal reference systems and frames are navigation (GPS, interplanetary spacecraft navigation) and global geodynamics, which provide a high-precision Celestial Reference System and its link to any terrestrial spatial-temporal reference system. Mankind's urgent environmental questions can only be answered in the context of appropriate reference systems in which both aspects, space and time, are realized with a sufficiently high level of accuracy. This book addresses all those interested in high-precision reference systems and the various techniques (GPS, Very Long Baseline Interferometry, Satellite Laser Ranging, Lunar Laser Ranging) necessary for their realization,

including the production and dissemination of time signals.

Understanding Popular Culture John Fiske 2010-10-08 This revised edition of a now classic text includes a new introduction by Henry Jenkins, explaining 'Why Fiske Still Matters' for today's students, followed by a discussion between former Fiske students Kevin Glynn, Jonathan Gray, and Pamela Wilson on the theme of 'Reading Fiske and Understanding the Popular'. Both underline the continuing relevance of this foundational text in the study of popular culture. What is popular culture? How does it differ from mass culture? And what do popular "texts" reveal about class, race, and gender dynamics in a society? John Fiske answers these and a host of other questions in Understanding Popular Culture. When it was first written, Understanding Popular Culture took a groundbreaking approach to studying such cultural artifacts as jeans, shopping malls, tabloid newspapers, and TV game shows, which remains relevant today. Fiske differentiates between mass culture – the cultural "products" put out by an industrialized, capitalist society – and popular culture – the ways in which people use, abuse, and subvert these products to create their own meanings and messages. Rather than focusing on mass culture's attempts to dominate and homogenize, he prefers to look at (and revel in) popular culture's evasions and manipulations of these attempts. Designed as a companion to Reading the Popular, Understanding Popular Culture presents a radically different theory of what it means for culture to be popular: that it is, literally, of the people. It is not imposed on them, it is created by them, and its pleasures and meanings reflect popular tastes and concerns – and a rejection of those fostered by mass culture. With wit, clarity, and insight, Professor Fiske debunks the myth of the mindless mass audience, and demonstrates that, in myriad ways, popular culture thrives because that audience is more aware than anyone guesses.

Critical Links Richard Deasy 2002 Two purposes of this compendium are: (1) to recommend to researchers and funders of research promising lines of inquiry and study suggested by recent, strong studies of the academic and social effects of learning in the arts; and (2) to provide designers of arts education curriculum and instruction with insights found in the research that suggest strategies for deepening the arts learning experiences and are required to achieve the academic and social effects. The compendium is divided into six sections: (1) "Dance" (Summaries: Teaching Cognitive Skill through Dance; The Effects of Creative Dance Instruction on Creative and Critical Thinking of Seventh Grade Female Students in Seoul, Korea; Effects of a Movement Poetry Program on Creativity of Children with Behavioral Disorders; Assessment of High School Students' Creative Thinking Skills; The Impact of Whirlwind's Basic Reading through Dance Programs on First Grade Students' Basic Reading Skills; Art and Community; Motor Imagery and Athletic Expertise; Essay: Informing and Reforming Dance Education Research (K. Bradley)); (2) "Drama" (Summaries: Informing and Reforming Dance Education Research; The Effects of Creative Drama on the Social and Oral Language Skills of Children with Learning Disabilities; The Effectiveness of Creative Drama as an Instructional Strategy To Enhance the Reading Comprehension Skills of Fifth-Grade Remedial Readers; Role of Imaginative Play in Cognitive Development; A Naturalistic Study of the Relationship between Literacy Development and Dramatic Play in Five-Year-Old Children; An Exploration in the Writing of Original Scripts by Inner-City High School Drama Students; A Poetic/Dramatic Approach To Facilitate Oral Communication; Children's Story Comprehension as a Result of Storytelling and Story Dramatization; The Impact of Whirlwind's Reading Comprehension through Drama Program on 4th Grade Students' Reading Skills and Standardized Test Scores; The Effects of Thematic-Fantasy Play Training on the Development of Children's Story Comprehension; Symbolic Functioning and Children's Early Writing; Identifying Casual Elements in the Thematic-Fantasy Play Paradigm; The Effect of Dramatic Play on Children's Generation of Cohesive Text; Strengthening Verbal Skills through the Use of Classroom Drama; 'Stand and Unfold Yourself' A Monograph on the Shakespeare and Company Research Study; Nadie Papers No. 1, Drama, Language and Learning. Reports of the Drama and Language Research Project, Speech and Drama Center,

Education Department of Tasmania; The Effects of Role Playing on Written Persuasion; 'You Can't Be Grandma: You're a Boy'; The Flight of Reading; Essay: Research on Drama and Theater in Education (J. Catterall)); (3) "Multi-Arts" (Summaries: Using Art Processes To Enhance Academic Self-Regulation; Learning in and through the Arts; Involvement in the Arts and Success in Secondary School; Involvement in the Arts and Human Development; Chicago Arts Partnerships in Education (CAPE); The Role of the Fine and Performing Arts in High School Dropout Prevention; Arts Education in Secondary Schools; Living the Arts through Language and Learning; Do Extracurricular Activities Protect against Early School Dropout?; Does Studying the Arts Engender Creative Thinking?; The Arts and Education Reform; Placing A+ in a National Context; The A+ Schools Program; The Arts in the Basic Curriculum Project; Mute Those Claims; Why the Arts Matter in Education Or Just What Do Children Learn When They Create an Opera?; SAT Scores of Students Who Study the Arts; Essay: Promising Signs of Positive Effects: Lessons from the Multi-Arts Studies (R. Horowitz; J. Webb-Dempsey)); (4) "Music" (Summaries: Effects of an Integrated Reading and Music Instructional Approach on Fifth-Grade Students' Reading Achievement, Reading Attitude, Music Achievement, and Music Attitude; The Effect of Early Music Training on Child Cognitive Development; Can Music Be Used To Teach Reading?; The Effects of Three Years of Piano Instruction on Children's Cognitive Development; Enhanced Learning of Proportional Math through Music Training and Spatial-Temporal Training; The Effects of Background Music on Studying; Learning To Make Music Enhances Spatial Reasoning; Listening to Music Enhances Spatial-Temporal Reasoning; An Investigation of the Effects of Music on Two Emotionally Disturbed Students' Writing Motivations and Writing Skills; The Effects of Musical Performance, Rational Emotive Therapy and Vicarious Experience on the Self-Efficacy and Self-Esteem of Juvenile Delinquents and Disadvantaged Children; The Effect of the Incorporation of Music Learning into the Second-Language Classroom on the Mutual Reinforcement of Music and Language; Music Training Causes Long-Term Enhancement of Preschool Children's Spatial-Temporal Reasoning; Classroom Keyboard Instruction Improves Kindergarten Children's Spatial-Temporal Performance; A Meta-Analysis on the Effects of Music as Reinforcement for Education/Therapy Objectives; Music and Mathematics; Essay: An Overview of Research on Music and Learning (L. Scripp)); (5) "Visual Arts" (Summaries: Instruction in Visual Art; The Arts, Language, and Knowing; Investigating the Educational Impact and Potential of the Museum of Modern Art's Visual Thinking Curriculum; Reading Is Seeing; Essay: Reflections on Visual Arts Education Studies (T. L. Baker)); and (6) "Overview" (Essay: The Arts and the Transfer of Learning (J. S. Catterall)). (BT)

Youth on the Move David Cairns 2010-05-28

The Multilingual Lexicon Jasone Cenoz 2007-05-28 This book is unique because it explores the multilingual lexicon by providing insights from research studies conducted in psycholinguistics, applied linguistics and neurolinguistics. It goes beyond the use of two languages and thus concentrates on a new and developing area in linguistic research. The different perspectives provide a link to the mainstream work on the lexicon and vocabulary acquisition and will stimulate further debate in these areas and in the study of multilingualism.

Islam and Citizenship Education Ednan Aslan 2015-01-14 The scholarly contributors to this volume investigate various means to stimulate and facilitate reflection on new social relations while clarifying the contradictions between religious and social affiliation from different perspectives and experiences. They explore hindrances whose removal could enable Muslim children and youth to pursue equal participation in political and social life, and the ways that education could facilitate this process.

Relativistic Celestial Mechanics of the Solar System Sergei Kopeikin 2011-10-25 This authoritative book presents the theoretical development of gravitational physics as it applies to the dynamics of

celestial bodies and the analysis of precise astronomical observations. In so doing, it fills the need for a textbook that teaches modern dynamical astronomy with a strong emphasis on the relativistic aspects of the subject produced by the curved geometry of four-dimensional spacetime. The first three chapters review the fundamental principles of celestial mechanics and of special and general relativity. This background material forms the basis for understanding relativistic reference frames, the celestial mechanics of N-body systems, and high-precision astrometry, navigation, and geodesy, which are then treated in the following five chapters. The final chapter provides an overview of the new field of applied relativity, based on recent recommendations from the International Astronomical Union. The book is suitable for teaching advanced undergraduate honors programs and graduate courses, while equally serving as a reference for professional research scientists working in relativity and dynamical astronomy. The authors bring their extensive theoretical and practical experience to the subject. Sergei Kopeikin is a professor at the University of Missouri, while Michael Efroimsky and George Kaplan work at the United States Naval Observatory, one of the world?s premier institutions for expertise in astrometry, celestial mechanics, and timekeeping.

Hidden Agendas Jane Kelsey 2013-05-01 'Forget the label "free trade agreement". The TPPA, under negotiation between New Zealand, the USA and ten other countries, is a direct assault on our right to decide our own future.' In this hard-hitting BWB Text, Professor Jane Kelsey picks apart the current negotiations surrounding the proposed Trans-Pacific Partnership Agreement (TPPA) and comes to some disturbing conclusions. Such a treaty, she says in this new work, has little credible economic rationale but could have potentially dangerous effects on our ability to decide for ourselves how we address the economic, environmental, social and Treaty challenges of the twenty-first century. At a time of constitutional review, the secrecy surrounding the TPPA negotiations raises hard questions about the future shape of New Zealand.

A Century of Science Publishing Einar H. Fredriksson 2001 Publishers and observers of the science publishing scene comment in essay form on key developments throughout the 20th century. The scale of the global research effort and its industrial organization have resulted in substantial increases in the published volume, as well as new techniques for its handling.

Overcoming School Refusal Joanne Garfi 2018-01-31 School refusal affects up to 5% of children and is a complex and stressful issue for the child, their family and school. The more time a child is away from school, the more difficult it is for the child to resume normal school life. If school refusal becomes an ongoing issue it can negatively impact the child's social and educational development. Psychologist Joanne Garfi spends most of her working life assisting parents, teachers, school counsellors, caseworkers, and community policing officers on how best to deal with school refusal. Now her experiences and expertise are available in this easy-to-read practical book. Overcoming School Refusal helps readers understand this complex issue by explaining exactly what school refusal is and provides them with a range of strategies they can use to assist children in returning to school. Areas covered include: • types of school refusers • why children refuse to go to school • symptoms • short term and long term consequences • accurate assessment • treatment options • what parents can do • what schools can do • dealing with anxious high achievers • how to help children on the autism spectrum with school refusal

Dialogic Education Neil Phillipson 2016-12-01 Dialogue has long been used in primary classrooms to stimulate thinking, but it is not always easy to unite the creative thinking of good dialogue with the need for children to understand the core concepts behind knowledge-rich subjects. A sound understanding of key concepts is essential to progress through the national curriculum, and assessment of this understanding along with effective feedback is central to good practice. Dialogic Education builds upon

decades of practical classroom research to offer a method of teaching that applies the power of dialogue to achieving conceptual mastery. Easy-to-follow template lesson plans and activity ideas are provided, each of which has been tried and tested in classrooms and is known to succeed. Providing a structure for engaging children and creating an environment in which dialogue can flourish, this book is separated into three parts: Establishing a classroom culture of learning; Core concepts across the curriculum; Wider dialogues: Educational adventures in the conversation of mankind. Written to support all those in the field of primary education, this book will be an essential resource for student, trainee and qualified primary teachers interested in the educational importance of dialogue.

Talented Teenagers Mihaly Csikszentmihalyi 1997 The findings in this book are the results of a monumental five-year study of a group of exceptionally talented teenagers, examining the role that personality traits, family interactions, education, and the social environment play in a young person's motivation to develop his or her talent. Diagrams.

Learning Difference Annegret Daniela Staiger 2006 An examination of the role that race plays in the lives of students at a multiracial U.S. high school.

Thomas Demand Thomas Demand 2009 Thomas Demands work lures the viewer into a reality that is not what it appears to be. His images present scenes of political and social events, which the artist recreates out of paper and cardboard, in a scale that is true to the original size of the setting. Demand then photographs these sculptures, creating images in which specific traces of the events and the protagonists are removed, leaving possible evidence of a crime scene, one which appears familiar but yet out of reach. The exhibition and book Nationalgalerie brings together Demands work of the last 15 years which is rooted in German imagery. Demand examines the Deutschlandbild, the German image in photographs from a variety of scenarios in the post-war period. From a selection both known and new of key images of decisive political events and private moments Demand offers a kaleidoscopic vision of a society.

Reconsidering Conceptual Change: Issues in Theory and Practice Margarita Limón 2007-05-08 This book is an important account of the state of the art of both theoretical and practical issues in the present-day research on conceptual change. Unique in its complete treatment of the questions that should be considered to further current understanding of knowledge construction and change, this book is useful for psychologists, cognitive scientists, educational researchers, curriculum developers, teachers and educators at all levels and in all disciplines.

Teaching Core Practices in Teacher Education Pam Grossman 2018 In Teaching Core Practices in Teacher Education, Pam Grossman and her colleagues advocate an approach to practice-based teacher education that identifies "core practices" of teaching and supports novice teachers in learning how to enact them competently. Examples of core practices include facilitating whole-class discussion, eliciting student thinking, and maintaining classroom norms. The contributors argue that teacher education needs to do more to help teachers master these professional skills, rather than simply emphasizing content knowledge. Teaching Core Practices in Teacher Education outlines a series of pedagogies that teacher educators can use to help preservice students develop these teaching skills. Pedagogies include representations of practice (ways to show what this skill looks like and break it down into its component parts) and approximations of practice (the ways preservice teachers can try these skills out as they learn). Vignettes throughout the book illustrate how core practices can be incorporated into the teacher education curriculum. The book draws on the work of a consortium of teacher educators from thirteen universities devoted to describing and enacting pedagogies to help novice teachers develop these core

practices in support of ambitious and equitable instruction. Their aim is to support teacher educator learning across institutions, content domains, and grade levels. The book also addresses efforts to support teacher learning outside formal teacher education programs. Contributors Chandra L. Alston Andrea Bien Janet Carlson Ashley Cartun Katie A. Danielson Elizabeth A. Davis Christopher G. Pupik Dean Brad Fogo Megan Franke Hala Ghousseini Lightning Peter Jay Sarah Schneider Kavanagh Elham Kazemi Megan Kelley-Petersen Matthew Kloser Sarah McGrew Chauncey Monte-Sano Abby Reisman Melissa A. Scheve Kristine M. Schutz Meghan Shaughnessy Andrea Wells

Doing Applied Linguistics Daniel Perrin 2017-06-12 How can students be empowered to communicate professionally – as translators, journalists and CCOs? How can professionals engaged in crucial language interactions do the same – pilots, nurses, lawyers and many others? This volume gives answers to these questions, providing insights into critical situations and good practices from many years of research and teaching in a practice-oriented, research driven School of Applied Linguistics.

Global Education in Europe Revisited Helmuth Hartmeyer 2016 Global Education is an area of policy, practice, research and educational advocacy. It is an umbrella term that encompasses a variety of areas with differing terminologies: development education, human rights education, education for sustainable development, education for global citizenship. Global Education has become increasingly central to education policy and practice. With this book GENE - Global Education Network Europe - marks 15 years of its work, networking policymakers for increased and improved Global Education in Europe. The book explores key issues in contemporary Global Education in Europe: issues of national strategy, of structure development, of policy learning and engagement within education systems. It outlines challenges in research, practice, policy and conceptual development, through detailed analysis of national and international case studies. The book will be of use to policymakers, educationalists, researchers, and practitioners in the fields of education, international development, human rights and sustainability. GENE intends it as a contribution to the ongoing dialogue in this field, towards the day when all people in Europe - in solidarity with peoples globally - might have access to quality Global Education.

Teacher Education in the 21st Century Maria Jose Hernández-Serrano 2021-06-16 In the face of unprecedented disruption from the COVID-19 pandemic and the rapid acceleration of digital technologies, it is necessary to rethink the competences required by teachers for meeting new and flexible learning demands. Teacher training is an area constantly evolving along with emerging social challenges that are transforming educational institutions and agents. This book provides teachers with skills, innovative solutions, cutting-edge studies, and methodologies to meet education and training system demands. In our changing world, preparing teachers worldwide for the challenges and shifts of this era involves the opportunity to exchange theories, practices, and experiences such as those contained in this book.

Trends and Skill Needs in Tourism Centre européen pour le développement de la formation professionnelle 2005 Recoge: Part I, Identifying general trends and skill needs in tourism in the European Union and beyond -- Part II, New skills and new occupations in tourism -- Part III, Transfer os research results to policy and pratice.

The History of Language Learning and Teaching II Nicola McLelland 2018-09-30 This three-volume set brings together current research in the history of language learning and teaching (HoLLT) in Europe and beyond. Providing the first overview of research in the field, it will be an indispensable reference for teachers, teacher educators and all those interested in the history of language learning and teaching and the history of applied linguistics avant la lettre. The chapters in Volume II present case studies from the

period when modern languages became established in school curricula across Europe and when modern language teaching became professionalized. The chapters consider 19th-century innovations in Europe including the Reform Movement and its precursors, as well as developments in policy and practice in the 20th century. Nicola McLelland is Professor of German and History of Linguistics at the University of Nottingham. She has published widely in the history of German linguistics and the history of language learning, and is co-editor of the journal Language & History. Richard Smith is a Reader in English Language Teaching and Applied Linguistics at the University of Warwick. Founder of the Warwick ELT Archive and the AILA Research Network on History of Language Learning and Teaching, he has been active in the fields of historical research and teacher-research in language education.

The Germans Norbert Elias 1997-12-08 This is Elias's last great work in which he used his key ideas to analyse the development of the particular features of German personality, social structure and behaviour.

Assessing Historical Thinking and Understanding Bruce A. VanSledright 2013-07-31 Assessing Historical Thinking and Understanding advocates for a fundamental change in how educators think about making sense of learners' developing cognition and understanding in history. Author Bruce VanSledright argues that traditional and typical standardized testing approaches are seldom up to the task of measuring the more complex understandings students are asked to attain, as they cannot fully assess what the student knows. Rather, he points forward along a path toward changes in learning, teaching, and assessing that closely aligns with the Common Core State Standards. He delves into the types of history knowledge the standards require, illustrates how they can be applied in-use in history learning contexts, and theorizes how the standards might fit together cognitively to produce deep historical understandings among students in teaching-learning contexts. By providing a variety of assessment strategies and items that align with the standards, and identifying rich, useful assessment rubrics applicable to the different types of assessments, he offers an important resource for social studies teachers and curriculum writers alike.

The Wisdom of Practice Lee S. Shulman 2004-04 What do teachers need to know in order to teach well? How important is the depth and quality of teachers' content knowledge as a critical aspect of their ability to teach? How can teachers best be educated, and how can we assess their accomplishments as teachers? In what ways is the professional preparation of teachers comparable to the preparation of physicians and other members of learned professions? What kinds of educational research can provide deeper understanding of teaching, learning, and the reform of education? These are just some of the many questions answered in this landmark collection of Lee Shulman's best work. A pioneer in the field of teaching and teacher research, Shulman's work and thinking have long influenced teachers and researchers. But while Shulman is one of the most widely cited scholars in education, his writings have been scattered among a variety of books and journals—until now. The Wisdom of Practice at last makes Shulman's major works on K-12 education and teacher education available in one volume. His interests in teaching of all sorts—in K-12 schools, in teacher education, in graduate programs for educational researchers, in liberal education—have been diverse. The essays included touch on such wide-ranging topics as the psychology of school subjects, medical problem solving, teacher knowledge, performance assessment, teaching in higher education, the scholarship of teaching and learning, the characteristics and pedagogies of the professions, the role of cases in professional education and research, and the character of relevant and rigorous educational research.

Agile Software Engineering Orit Hazzan 2009-02-28 Overview and Goals The agile approach for software development has been applied more and more extensively since the mid nineties of the 20th century. Though there are only about ten years of accumulated experience using the agile approach, it is

currently conceived as one of the mainstream approaches for software development. This book presents a complete software engineering course from the agile angle. Our intention is to present the agile approach in a holistic and compreh- sive learning environment that fits both industry and academia and inspires the spirit of agile software development. Agile software engineering is reviewed in this book through the following three perspectives: l The Human perspective, which includes cognitive and social aspects, and refers to learning and interpersonal processes between teammates, customers, and management. l The Organizational perspective, which includes managerial and cultural aspects, and refers to software project management and control. l The Technological perspective, which includes practical and technical aspects, and refers to design, testing, and coding, as well as to integration, delivery, and maintenance of software products. Specifically, we explain and analyze how the explicit attention that agile software development gives these perspectives and their interconnections, helps viii Preface it cope with the challenges of software projects. This multifaceted perspective on software development processes is reflected in this book, among other ways, by the chapter titles, which specify dimensions of software development projects such as quality, time, abstraction, and management, rather than specific project stages, phases, or practices.

The Teaching Gap James W. Stigler 2009-06-16 A revised edition of a popular resource builds on the authors' findings that key problems in teaching methods are causing America to lag behind international academic standards, outlining a program for administrators, instructors, and parents that incorporates solutions based on current research. Reprint.