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State Province

This edited book attempts to foreground how challenges and complexities between policy and practice intertwine in the teaching and learning of the STEM subjects in multilingual settings, and how

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they (policy and practice) impact on educational processes, developments and outcomes. The unique feature of this book, thus, lies in its combination of not just language issues in the teaching and learning of the STEM subjects, but also in how these issues relate to

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policy and practice in multilingual contexts and how STEM research and practice may inform and shape language policies and their implementation in multilingual contexts. This book is of interest to stakeholders involved in STEM education such as researchers,

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undergraduate and graduate students, tertiary level teachers, teacher educators, curriculum developers as well as other professionals with responsibilities in STEM education subjects. The book is written in a way that is accessible to a wide range of

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*backgrounds, including those who
are in language education.*

*This book speaks about physics
discoveries that intertwine
mathematical reasoning, modeling,
and scientific inquiry. It offers ways
of bringing together the structural
domain of mathematics and the*

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content of physics in one coherent inquiry. Teaching and learning physics is challenging because students lack the skills to merge these learning paradigms. The purpose of this book is not only to improve access to the understanding of natural

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phenomena but also to inspire new ways of delivering and understanding the complex concepts of physics. To sustain physics education in college classrooms, authentic training that would help develop high school students' skills of transcending

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function modeling techniques to reason scientifically is needed and this book aspires to offer such training The book draws on current research in developing students' mathematical reasoning. It identifies areas for advancements and proposes a conceptual

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framework that is tested in several case studies designed using that framework. Modeling Newton's laws using limited case analysis, Modeling projectile motion using parametric equations and Enabling covariational reasoning in Einstein formula for the photoelectric effect

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represent some of these case studies. A wealth of conclusions that accompany these case studies, drawn from the realities of classroom teaching, is to help physics teachers and researchers adopt these ideas in practice. These proceedings represent the

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*work of researchers participating in
the 10th International Conference
on e-Learning (ICEL 2015) which is
being hosted this year by the
College of the Bahamas, Nassau on
the 25-26 June 2015. ICEL is a
recognised event on the
International research conferences*

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calendar and provides a valuable platform for individuals to present their research findings, display their work in progress and discuss conceptual advances in the area of e-Learning. It provides an important opportunity for researchers and managers to come together with

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peers to share their experiences of using the varied and expanding range of e-Learning available to them. With an initial submission of 91 abstracts, after the double blind, peer review process there are 41 academic Research papers and 2 PhD papers Research papers

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**published in these Conference
Proceedings. These papers come
from some many different countries
including: Australia, Belgium,
Brazil, Canada, China, Germany,
Greece, Hong Kong, Malaysia,
Portugal, Republic of Macedonia,
Romania, Slovakia, South Africa,**

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Sweden, United Arab Emirates, UK and the USA. A selection of the best papers – those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL (the Electronic Journal of e-Learning www.ejel.com). These will be chosen for their quality of

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*writing and relevance to the
Journal's objective of publishing
papers that offer new insights or
practical help into the application e-
Learning.*

*This book is a collaborative product
of an official project approved by
the East-Asian Association for*

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Science Education (EASE), one of the most important professional societies of science education in Asia. This EASE book is compiled with a unique approach. It consists of well-structured four sections: (A) The Historical Development of Science Education in East Asia,

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*(B)The Achievements of Science
Education Research in East Asia,
(C)Science Teacher Training in East
Asia, and (D)Some Challenges to
Research in Science Education in
East Asia. Its fifteen chapters are co-
authored/collaborated by renowned
scholars from regions of East Asia.*

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The book successfully integrated and consolidated the research, findings, curricular developments, and science teaching practices that have shaped ongoing educational agenda and student learning outcome in an unprecedented approach. Six Regional

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Coordinators from Mainland China, Hong Kong, Japan, Korea, and Taiwan worked together with Editors and more than fifty science educators to assure the book project adequately reflects the trends and practices in this region. The six Regional Coordinators are:

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**(1)Prof. Weiping HU, Shaanxi
Normal University, (2)Prof. Winnie
SO Wing Mui, The Education
University of Hong Kong, (3)Prof.
Masakata OGAWA, Tokyo
University of Science, (4)Prof.
Jinwoong SONG, Seoul National
University, (5)Prof. Huann-shyang**

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*LIN, National Sun Yat-sen
University, (6)Prof. Chi-jui LIEN,
National Taipei University of
Education. This book intends not
only to serve as references, but
also a complement of existing
perspectives from western
countries. Insights gained from the*

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***integration and consolidation of
East-Asian developmental trends
and perspectives would allow
science educators, teachers, and
policy makers make wise decision
for future advancements for their
own countries/regions. 1. Why We
Study the History of Science***

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*Education in East Asia: A
Memorandum Of Free State
Examine
2. The Advent of Science
Education for All: A Policy Review
across East-Asian Regions. 3.
Trend and Development of School
Science Education in Taiwan, Hong*

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Kong, and Korea. 4.

National/Regional Systems of

Research Training in Science

Education: The Experiences in

Japan and Hong Kong. 5. Science

Education Research Trends in East

Asian Areas: A Quantitative

Analysis in Selected Journals. 6.

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Principles
***Current Trends of Science
Education in East Asia (1995-2014):
With a Focus on Local Academic
Associations, Journal Papers, and
Key Issues of Science Education in
China Mainland, Japan, Korea, and
Taiwan. 7. Diversity Dilemmas of
Science Education in East Asia. 8. A***

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Primary School Science Teacher
Training in East-Asia: In the
Continuous Reforming for the
Quality Assurance. 10. Pre-service
Education of High School Science
Teachers. 11. Science Education

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*Reform and the Professional
Development of Science Teachers
in East Asian Regions. 12. Affective
Aspects of Science Education in
East Asia Regions. 13. Science
Learning in Informal Environments
in East Asia: Focusing on Science
Museums/Centers. 14. Introducing*

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*Modern Science and High
Technology in Schools. 15.*

*Government Policy in Developing a
STEM Curriculum: The Case of the
High-Scope Program in Taiwan.
Ernesto Macaro brings together a
wealth of research on the rapidly
expanding phenomenon of English*

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Medium Instruction. Against a backdrop of theory, policy documents, and examples of practice, he weaves together research in both secondary and tertiary education, with a particular focus on the key stakeholders involved in EMI: the teachers and

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the students. Whilst acknowledging that the momentum of EMI is unlikely to be diminished, and identifying its potential benefits, the author raises questions about the ways it has been introduced and developed, and explores how we can arrive at a true cost–benefit

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analysis of its future impact. “This state-of-the-art monograph presents a wide-ranging, multi-perspectival yet coherent overview of research, policy, and practice of English Medium Instruction around the globe. It gives a thorough, in-depth, and thought-provoking

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Droupiceo
***treatment of an educational
phenomenon that is spreading on
an unprecedented scale.” Guangwei
Hu, National Institute of Education,
Singapore Additional online
resources are available at
www.oup.com/elt/teacher/emi
Ernesto Macaro is Professor of***

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***Applied Linguistics at the
University of Oxford and is the
founding Director of the Centre for
Research and Development on
English Medium Instruction at the
university. Oxford Applied
Linguistics Series Advisers: Anne
Burns and Diane Larsen-Freeman***

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*Propositions for Change
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Science Alternate Assessments
Based on Alternate Achievement
Standards (AA-AAS) During School
Year 2014-2015. Synthesis Report
99*

*Creating Stellar Lessons with
Digital Tools*

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Physics
***From Integration to Innovation in
Technology-Enhanced Teaching
ICEL2015-10th International
Conference on e-Learning
A Never Ending Story
Understanding Physics Using
Mathematical Reasoning***

Encouraging the participation of girls

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and women in science, technology, engineering and mathematics (STEM) remains as vital today as it was in the 1970s. ... hence, the sub-title: "A Never Ending Story." This volume is about ongoing advocacy on behalf of the future workforce in fields that lie on the cutting edge of society's future.

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Acknowledging that deeply embedded beliefs about social and academic entitlement take generations to overcome, the editors of this volume forge forward in the knowledge that these chapters will resonate with readers and that those in positions of access will learn more about how to

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provide opportunities for girls and women that propel them into STEM fields. This volume will give the reader insight into what works and what does not work for providing the message to girls and women that indeed STEM fields are for them in this second decade of the 21st century.

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Contributions to this volume will connect to readers at all levels of STEM education and workforce participation. Courses that address teaching and learning in STEM fields as well as courses in women's studies and the sociology of education will be enhanced by accessing this volume.

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Further, students and scholars in STEM fields will identify with the success stories related in some of these chapters and find inspiration in the ways their own journeys are reflected by this volume.

"What are the benefits and risks for Africa's participation in the

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globalisation nexus? Remapping
Africa in the Global Space is a
visionary and interdisciplinary volume
that restores Africa's image using a
multidisciplinary lens. It incorporates
disciplines such as sociology,
education, global studies, economics,
development studies, political science

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and philosophy to explore and theorise Africa's reality in the global space and to deconstruct the misperceptions and narratives that often infantilise Africa's internal and international relations.

The contributions to this volume are a hybrid of both "outsider" and "insider" perspectives that create a balanced

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critical discourse that can provide
"standard" paradigms that can
adequately explain, predict, or prevent
Africa's current misperceptions and
myths about the African "crisis" and
"failure" status. The authors provide a
holistic, and perhaps, anticolonial and
anti-hegemonic perspective that can

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benefit a wide spectrum of academics, scholars, students, development agents, policy makers in both governmental and non-governmental organisations and engage some alternative analyses and possibilities for socio-politico and economic advancement in Africa. The book

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provides up-to-date scholarly research on continental trends on various subjects and concerns of paramount importance to globalisation and development in Africa. The book is brilliant! Remapping Africa in the Global Space: Propositions for Change explores Africa from the

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perspective of academics specialised in subject matters pertaining to the continent. In this age of globalisation, I find this book invaluable. It is a good read as it dissects analyses and presents issues affecting the continent in an articulate and cogent way. I highly recommend its use in academic

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institutions! □ Magnus Mfoafo-
MCarthy, Assistant Professor, Lyle S.

Hallman Faculty of Social Work;

Fellow of Tshepo Institute for the

Study of Contemporary Africa, Wilfrid

Laurier University, Kitchener, Canada

□ More than anything else, Remapping

Africa in the Global Space:

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Propositions for Change speaks to the complex, multifaceted, and interfused character of the development challenges and prospects of Africa. Indeed, few books have examined contemporary Africa as comprehensively and insightfully as this edited volume; it is widely

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Examinations
welcomed in the African academic,
scholarly and research arena. □ □

Joseph Mensah, Professor of
Geography, York University, Toronto "

Across the world STEM (learning and
work in Science, Technology,
Engineering and Mathematics) has
taken central importance in education

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and the economy in a way that few
other disciplines have. STEM

competence has become seen as key
to higher productivity, technological
adaptation and research-based
innovation. No area of educational
provision has a greater current
importance than the STEM disciplines

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yet there is a surprising dearth of comprehensive and world-wide information about STEM policy, participation, programs and practice. The Age of STEM is a state of the art survey of the global trends and major country initiatives in STEM. It gives an international overview of issues such

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as: STEM strategy and coordination
curricula, teaching and assessment
women in STEM indigenous students
research training STEM in the
graduate labour markets STEM
breadth and STEM depth The
individual chapters give comparative
international analysis as well as a

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global overview, particularly focusing on the growing number of policies and practices in mobilising and developing talent in the STEM fields. The book will be of particular interest to anyone involved in educational policy, those in education management and leaders in both schooling and tertiary education.

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It will have a wider resonance among practitioners in the STEM disciplines, particularly at university level, and for those interested in contemporary public policy.

From a war-torn and famine-plagued country at the beginning of the 1990s, Ethiopia is today emerging as one of

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the fastest-growing economies in Africa. Growth in Ethiopia has surpassed that of every other sub-Saharan country over the past decade and is forecast by the International Monetary Fund to exceed 8 percent over the next two years. The government has set its eyes on

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transforming the country into a middle-income country by 2025, and into a leading manufacturing hub in Africa. The Oxford Handbook of the Ethiopian Economy studies this country's unique model of development, where the state plays a central role, and where a successful industrialization drive has

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challenged the long-held erroneous assumption that industrial policy will never work in poor African countries. While much of the volume is focused on post-1991 economic development policy and strategy, the analysis is set against the background of the long history of Ethiopia, and more

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specifically on the Imperial period that ended in 1974, the socialist development experiment of the Derg regime between 1974 and 1991, and the policies and strategies of the current EPRDF government that assumed power in 1991. Including a range of contributions from both

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academic and professional
standpoints, this volume is a key
reference work on the economy of
Ethiopia.

This conference proceedings focuses
on enabling science and mathematics
practitioners and citizens to respond to
the pressing challenges of global

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competitiveness and sustainable development by transforming research and teaching of science and mathematics. The proceedings consist of 82 papers presented at the Science and Mathematics International Conference (SMIC) 2018, organised by the Faculty of Mathematics and

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Natural Sciences, Universitas Negeri
Jakarta, Indonesia. The proceedings
are organised in four parts: Science,
Science Education, Mathematics, and
Mathematics Education. The papers
contribute to our understanding of
important contemporary issues in
science, especially nanotechnology,

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materials and environmental science; science education, in particular, environmental sustainability, STEM and STEAM education, 21st century skills, technology education, and green chemistry; and mathematics and its application in statistics, computer science, and mathematics education.

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Educational policy and practice across
the world in Science, Technology,
Engineering and Mathematics

Science Formative Assessment,
Volume 2
School Science Practical Work in
Africa

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Consistencies, Commonalities, and
Distinctions

Global Developments in Literacy
Research for Science Education
Proceedings of the Science and
Mathematics International Conference
(SMIC 2018), November 2-4, 2018,
Jakarta, Indonesia

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This book explores the relationship between the content of chemistry education and the history and philosophy of science (HPS) framework that underlies such education. It discusses the need to present

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an image that reflects how chemistry developed and progresses. It proposes that chemistry should be taught the way it is practiced by chemists: as a human enterprise, at the interface of scientific practice

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and HPS. Finally, it sets out to convince teachers to go beyond the traditional classroom practice and explore new teaching strategies. The importance of HPS has been recognized for the science

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curriculum since the middle of the 20th century. The need for teaching chemistry within a historical context is not difficult to understand as HPS is not far below the surface in any science classroom. A review of the

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*literature shows that the
traditional chemistry classroom,
curricula, and textbooks while
dealing with concepts such as
law, theory, model, explanation,
hypothesis, observation,
evidence and idealization,*

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generally ignore elements of the history and philosophy of science. This book proposes that the conceptual understanding of chemistry requires knowledge and understanding of the history and philosophy of

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science. "Professor Niaz's book is most welcome, coming at a time when there is an urgently felt need to upgrade the teaching of science. The book is a huge aid for adding to the usual way - presenting science

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*as a series of mere facts - also
the necessary mandate: to show
how science is done, and how
science, through its history and
philosophy, is part of the
cultural development of
humanity.” Gerald Holton,*

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*Mallinckrodt Professor of Physics
& Professor of History of
Science, Harvard University “In
this stimulating and
sophisticated blend of history of
chemistry, philosophy of
science, and science pedagogy,*

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Professor Mansoor Niaz has succeeded in offering a promising new approach to the teaching of fundamental ideas in chemistry. Historians and philosophers of chemistry --- and above all, chemistry

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*teachers --- will find this book
full of valuable and highly
usable new ideas” Alan Rocke,
Case Western Reserve
University “This book artfully
connects chemistry and
chemistry education to the*

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*human context in which
chemical science is practiced
and the historical and
philosophical background that
illuminates that practice.*

*Mansoor Niaz deftly weaves
together historical episodes in*

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*the quest for scientific
knowledge with the psychology
of learning and philosophical
reflections on the nature of
scientific knowledge and
method. The result is a
compelling case for historically*

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*and philosophically informed
science education. Highly
recommended!" Harvey Siegel,*

*University of Miami "Books that
analyze the philosophy and
history of science in Chemistry
are quite rare. 'Chemistry*

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*Education and Contributions
from History and Philosophy of
Science' by Mansoor Niaz is one
of the rare books on the history
and philosophy of chemistry and
their importance in teaching this
science. The book goes through*

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*all the main concepts of
chemistry, and analyzes the
historical and philosophical
developments as well as their
reflections in textbooks. Closest
to my heart is Chapter 6, which
is devoted to the chemical*

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bond, the glue that holds together all matter in our earth. The chapter emphasizes the revolutionary impact of the concept of the 'covalent bond' on the chemical community and the great novelty of the idea

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that was conceived 11 years before quantum mechanics was able to offer the mechanism of electron pairing and covalent bonding. The author goes then to describe the emergence of two rival theories that explained

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*the nature of the chemical bond
in terms of quantum mechanics;
these are valence bond (VB)
and molecular orbital (MO)
theories. He emphasizes the
importance of having rival
theories and interpretations in*

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*science and its advancement.
He further argues that this VB-
MO rivalry is still alive and
together the two conceptual
frames serve as the tool kit for
thinking and doing chemistry in
creative manners. The author*

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*surveys chemistry textbooks in
the light of the how the books
preserve or not the balance
between the two theories in
describing various chemical
phenomena. This Talmudic
approach of conceptual tension*

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*is a universal characteristic of
any branch of evolving wisdom.
As such, Mansoor's book would
be of great utility for chemistry
teachers to examine how can
they become more effective
teachers by recognizing the*

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importance of conceptual
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tension". Sason Shaik Saeree K.
and Louis P. Fiedler Chair in
Chemistry Director, The Lise
Meitner-Minerva Center for
Computational Quantum
Chemistry, The Hebrew

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University of Jerusalem, ISRAEL
*This book discusses how to
improve high school students'
understanding of research
methodology based on
alternative interpretations of
data, role of controversies,*

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creativity and the scientific method, in the context of the oil drop experiment. These aspects form an important part of the nature of science (NOS). The study reported in this volume is based on a reflective, explicit

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*and activity-based approach to
teaching nature of science
(NOS) that can facilitate high
school students' understanding
of how scientists elaborate
theoretical frameworks, design
experiments, report data that*

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leads to controversies and finally with the collaboration of the scientific community a consensus is reached. Most students changed their perspective and drew concept maps in which they emphasized

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*the creative, accumulative,
controversial nature of science
and the scientific method.*

*The technical program of The
First ICTES 2018 consisted of
114 full papers. Aside from the
high-quality technical paper*

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*presentations we also held
workshop and clinic manuscript
that was carried out before the
main track aims to strengthen
the ability to write scientific
publications. Coordination with
the steering chairs, Dr. Kadek*

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*Suranata, S.Pd, M.Pd.,Kons., and
the members of organizing
committee is essential for the
success of the conference. We
sincerely appreciate all the
Advisory Boards for the
constant support and guidance.*

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It was also a great pleasure to work with such an excellent organizing committee team for their hard work in organizing and supporting the conference. In particular, the Scientific Committee, led by Cand(Dr)

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Robbi Rahim, M.Kom have completed the peer-review process of technical papers and made a high-quality technical program. We are also grateful to Students Conference chairs were leading by Ida Ayu Made

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Diah Paramiswari for their support and all the authors who submitted their papers to the First ICTES 2018. We strongly believe that ICTES conference provides a good forum for all academicians, researchers, and

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*practitioners to discuss all
Educational science and
technology aspects that are
relevant to issues and challenge
for sustainability in the 4th
industrial revolution. We also
expect that the future ICTES*

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*conference will be as successful
and stimulating, as indicated by
the contributions presented in
this volume*

*There is no shortage of articles
and books exploring women's
underrepresentation in science.*

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Everyone is interested--academics, politicians, parents, high school girls (and boys), women in search of college majors, administrators working to accommodate women's

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educational interests; the list goes on. But one thing often missing is an evidence-based examination of the problem, uninfluenced by personal opinions, accounts of “lived experiences,” anecdotes, and

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the always-encroaching inputs of popular culture. This is why this special issue of Frontiers in Psychology can make a difference. In it, a diverse group of authors and researchers with even more diverse viewpoints

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*find themselves united by their
empirical, objective approaches
to understanding women's
underrepresentation in science
today. The questions considered
within this special issue span
academic disciplines, methods,*

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*levels of analysis, and nature of
analysis; what these article
share is their scholarly,
evidence-based approach to
understanding a key issue of
our time.*

This book highlights recent

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*developments in literacy
research in science teaching
and learning from countries
such as Australia, Brazil, China,
Finland, Germany, Hong Kong,
New Zealand, Norway,
Singapore, Spain, South Africa,*

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Sweden, Taiwan, and the United States. It includes multiple topics and perspectives on the role of literacy in enhancing science teaching and learning, such as the struggles faced by students in science literacy

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*learning, case studies and
evaluations of classroom-based
interventions, and the
challenges encountered in the
science classrooms. It offers a
critical and comprehensive
investigation on numerous*

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*emerging themes in the area of
literacy and science education,
including disciplinary literacy,
scientific literacy, classroom
discourse, multimodality,
language and representations of
science, and content and*

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*language integrated learning
(CLIL). The diversity of views
and research contexts in this
volume presents a useful
introductory handbook for
academics, researchers, and
graduate students working in*

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*this specialized niche area. With
a wealth of instructional ideas
and innovations, it is also highly
relevant for teachers and
teacher educators seeking to
improve science teaching and
learning through the use of*

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literacy.

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*Education for All 2000-2015:
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Multilingual Education Yearbook
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*An International Review of
Transition from Student to
Practitioner*

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*Overcoming Students'
Misconceptions in Science
Pedagogical Content
Knowledge (PCK) has been
adapted, adopted, and
taken up in a diversity of
ways in science education*

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since the concept was introduced in the mid-1980s. Now that it is so well embedded within the language of teaching and learning, research and knowledge about the

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*construct needs to be more
useable and applicable to
the work of science
teachers, especially so in
these times when standards
and other measures are
being used to define their*

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*knowledge, skills, and
abilities. Re-examining
Pedagogical Content
Knowledge in Science
Education is organized
around three themes: Re-
examining PCK: Issues,*

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*ideas and development;
Research developments and
trajectories; Emerging
themes in PCK research.
Featuring the most up-to-
date work from leading PCK
scholars in science*

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*education across the
globe, this volume maps
where PCK has been, where
it is going, and how it
now informs and enhances
knowledge of science
teachers' professional*

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*knowledge. It illustrates
how the PCK research
agenda has developed and
can make a difference to
teachers' practice and
students' learning of
science.*

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*This groundbreaking
handbook offers a
contemporary and thorough
review of research
relating directly to the
preparation, induction,
and career long*

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*professional learning of
K-12 science teachers.*

*Through critical and
concise chapters, this
volume provides essential
insights into science
teacher education that*

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*range from their learning
as individuals to the
programs that cultivate
their knowledge and
practices. Each chapter is
a current review of
research that depicts the*

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*area, and then points to
empirically based*

*conclusions or suggestions
for science teacher
educators or educational
researchers. Issues
associated with equity are*

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*embedded within each
chapter. Drawing on the
work of over one hundred
contributors from across
the globe, this handbook
has 35 chapters that cover
established, emergent,*

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*diverse, and pioneering
areas of research,
including: Research
methods and methodologies
in science teacher
education, including
discussions of the purpose*

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*of science teacher
education research and
equitable perspectives;
Formal and informal
teacher education programs
that span from early
childhood educators to the*

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*complexity of preparation,
to the role of informal
settings such as museums;
Continuous professional
learning of science
teachers that supports
building cultural*

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*responsiveness and teacher
leadership; Core topics in
science teacher education
that focus on teacher
knowledge, educative
curricula, and working
with all students; and*

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*Emerging areas in science
teacher education such as
STEM education, global
education, and identity
development. This
comprehensive, in-depth
text will be central to*

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*the work of science
teacher educators,
researchers in the field
of science education, and
all those who work closely
with science teachers.
This book begins with an*

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*examination of the numbers
of women in physics in
English-speaking
countries, moving on to
examine factors that
affect girls and their
decision to continue in*

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*science, right through to
education and on into the
problems that women in
physics careers face.
Looking at all of these
topics with one eye on the
progress that the field*

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*has made in the past few
years, and another on
those things that we have
yet to address, the book
surveys the most current
research as it tries to
identify strategies and*

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*topics that have
significant impact on
issues that women have in
the field.*

*This book promotes the
effective implementation
and development of*

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*critical analysis in
physics. It focuses on
explanatory texts*

*concerning subjects
typically dealt with in
secondary or higher
education and addressed in*

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*an academic or popular
context. It highlights the
general difficulties and
obstacles inherent in
teaching physics and shows
how some tools can help to
combine successful*

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*criticism and better
understanding. The book
examines the main reasons
to call a text into
question and looks at risk
factors such as
simplifications, story-*

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*like explanations and
visual analogies. It takes
inventory of the benefits
and limits of critical
analysis and discusses the
complex links between
conceptual mastery and*

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*critical attitude. The
book ends by offering
tools to activate critical
thinking and ways for
educators to guide
students towards
productive critical*

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analysis.

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1994 to 2014: An
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presents a collection of
15 important essays on*

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*different aspects of
education in Gauteng since
the advent of democracy in
1994. These essays talk to
what a provincial
education department does
and how and why it does*

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*these things whether it be
about policy, resourcing
or implementing projects.
Each essay is written by
one or more specialist in
the relevant focus area.
The book is written to be*

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*accessible to the general
reader as well as being
informative and an
essential resource for the
specialist reader. It
sheds light on aspects of
how a provincial*

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*department operates and
why and with what
consequences certain*

*decisions have been made
in education over the last
20 turbulent years, both
nationally and*

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*provincially. There has
been no attempt to fit
the books chapters into a
particular ideological or
educational paradigm, and
as a result the reader
will find differing views*

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*on various aspects of the
Gauteng Department of
Educations present and
past. We leave the reader
to decide to what extent
the GDE has fulfilled its
educational mandate over*

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the last 20 years.

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Curriculum in South Africa

Strategies and

Perspectives from Malaysia

ICEL 2015

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*Virtual and Augmented
Reality, Simulation and
Serious Games for
Education
Science Education in
Canada
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on NOS from elementary to college level and discusses the practical implications in various regions across the globe. Contributing authors highlight the similarities and differences in NOS representations and provide recommendations for

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thinking can you design learning opportunities that deepen content mastery and meet their individual needs. In this highly engaging resource, internationally respected expert Page Keeley shares 50 new techniques to pinpoint student

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understanding before, during, and after instruction. In addition to promoting best practices in the classroom, the techniques shared here support learning and link instruction to the Next Generation Science Standards. These flexible assessments

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can be used with any science curriculum, along with: Practical strategies for use throughout the instruction cycle Considerations for implementation and suggestions for modification An explanation of how each technique promotes learning

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School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on

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pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science

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teaching and learning and the form of practical work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides

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empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching practical work. This book will be of great interest to academics, researchers and post-graduate

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students in the fields of science
education and educational policy.

This book brings together authors
from United States, South Africa,
United Kingdom, China, Canada and
Australia to provide insights and case
studies from across a range of

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contexts to explore the interplay between the notions of rurality, innovation and education. The book reveals a hopeful and resilient approach to innovative rural education and scholarship collectively and provides important evidence to

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speak against an often deficit view of rural education. Three patterns are revealed, namely: the importance of place-attentive strategies, the importance of joined up alliances to maximise resources and networks and finally, the need to utilize alternative

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methodologies and frameworks that have a starting point of difference rather than deficit for any rural initiative or approach. By drawing from international examples and responding in innovative ways to rural education challenges, this book

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provides an opportunity to share
international insights into

innovations, interventions and
partnerships that promote and
support rural education in its broadest
sense.

This book discusses the importance of

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identifying and addressing
misconceptions for the successful
teaching and learning of science
across all levels of science education
from elementary school to high
school. It suggests teaching
approaches based on research data to

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address students' common misconceptions. Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning science are also included.

The science education literature extensively documents the findings of

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studies about students' misconceptions or alternative conceptions about various science concepts. Furthermore, some of the studies involve systematic approaches to not only creating but also implementing instructional programs

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to reduce the incidence of these misconceptions among high school science students. These studies, however, are largely unavailable to classroom practitioners, partly because they are usually found in various science education journals

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that teachers have no time to refer to or are not readily available to them. In response, this book offers an essential and easily accessible guide.

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Teacher Education
The Age of STEM

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Starting Life as a Midwife
Representations of Nature of Science
in School Science Textbooks

EFA Global Monitoring Report

Experiences and Challenges

The Apprenticeship of Critique

Many studies have highlighted the

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importance of discourse in scientific understanding. Argumentation is a form of scientific discourse that plays a central role in the building of explanations, models and theories. Scientists use arguments to relate the evidence that they select from their investigations and to justify the claims

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that they make about their observations. The implication is that argumentation is a scientific habit of mind that needs to be appropriated by students and explicitly taught through suitable instruction. Edited by Sibel Erduran, an internationally recognised expert in chemistry education, this book

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brings together leading researchers to draw attention to research, policy and practice around the inclusion of argumentation in chemistry education. Split into three sections: Research on Argumentation in Chemistry Education, Resources and Strategies on Argumentation in Chemistry

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Education, and Argumentation in
Context, this book blends practical
resources and strategies with research-
based evidence. The book contains state
of the art research and offers educators
a balanced perspective on the theory
and practice of argumentation in
chemistry education.

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This volume explores the unique challenges midwifery graduates face as they move into practice. It identifies the similarities and differences in midwifery education, regulation, and clinical practice faced by graduate midwives in all continents, examining the various support systems available for graduate

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midwives in many countries, and identifying the common strategies (formal and informal) and approaches that have proved to be effective in supporting midwifery graduates. The book volume brings together the experiences of new midwives starting out in registered practice, to share the

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challenges and triumphs during their transition to confident practitioners. It identifies, explains and details both established and innovative new mechanisms in place to support new midwives in each country, and examines the effects the experiences of transitioning to practice may have on

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future professional practice, resilience and sustainability. Lack of support during the new-graduate transition to practice has been associated with early attrition from the midwifery profession. Stress, disillusion, and horizontal violence have been identified as factors that influence midwifery attrition rates.

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Exploration of the various support mechanisms currently available in different countries may stimulate the sharing of best practices in providing new midwives with transition to practice programmes and generate further research. Each chapter is harmonized to facilitate the comparison

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between countries, and the maternity services context is explained using each country's specific legislation, regulation and registration of midwives. The preparation of midwifery students for qualified practice is outlined to explain how midwifery students are trained and socialized into the profession, mentored

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in their placements and then transitioned to registered midwife status. This book appeals to midwives, managers, educators, and newly graduated interested in international midwifery practice.

In our world today, scientists and technologists speak one language of

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reality. Everyone else, whether they be prime ministers, lawyers, or primary school teachers speak an outdated Newtonian language of reality. While Newton saw time and space as rigid and absolute, Einstein showed that time is relative – it depends on height and velocity – and that space can stretch

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and distort. The modern Einsteinian perspective represents a significant paradigm shift compared with the Newtonian paradigm that underpins most of the school education today. Research has shown that young learners quickly access and accept Einsteinian concepts and the modern language of

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reality. Students enjoy learning about curved space, photons, gravitational waves, and time dilation; often, they ask for more! A consistent education within the Einsteinian paradigm requires rethinking of science education across the entire school curriculum, and this is now attracting attention around the

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world. This book brings together a coherent set of chapters written by leading experts in the field of Einsteinian physics education. The book begins by exploring the fundamental concepts of space, time, light, and gravity and how teachers can introduce these topics at an early age. A radical

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change in the curriculum requires new learning instruments and innovative instructional approaches. Throughout the book, the authors emphasise and discuss evidence-based approaches to Einsteinian concepts, including computer- based tools, geometrical methods, models and analogies, and

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simplified mathematical treatments.
Teaching Einsteinian Physics in Schools
is designed as a resource for teacher
education students, primary and
secondary science teachers, and for
anyone interested in a scientifically
accurate description of physical reality
at a level appropriate for school

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education.

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This book is about mathematics in physics education, the difficulties students have in learning physics, and the way in which mathematization can help to improve physics teaching and learning. The book brings together different teaching and learning

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perspectives, and addresses both fundamental considerations and practical aspects. Divided into four parts, the book starts out with theoretical viewpoints that enlighten the interplay of physics and mathematics also including historical developments. The second part delves into the

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learners' perspective. It addresses aspects of the learning by secondary school students as well as by students just entering university, or teacher students. Topics discussed range from problem solving over the role of graphs to integrated mathematics and physics learning. The third part includes a

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broad range of subjects from teachers' views and knowledge, the analysis of classroom discourse and an evaluated teaching proposal. The last part describes approaches that take up mathematization in a broader interpretation, and includes the presentation of a model for physics

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teachers' pedagogical content knowledge (PCK) specific to the role of mathematics in physics.

Interdisciplinary teaching is considered as one of the main goals of education worldwide. At the same time, it poses an immense challenge to teachers who have been trained in only one of the combines

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subjects. This is true even for closely related disciplines such as mathematics and physics. In this volume, practice-oriented educational comparisons are made across various topics that are highly relevant in both subjects. Furthermore, practical examples are presented in the form of lesson plans in

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which exemplary implementation in
class is presented, considering both
educational perspectives.

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Proceedings of the First International
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Training and Practice
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This book offers a meso-level
description of demographics,
science education, and science

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teacher education. Representing all 13 Canadian jurisdictions, the book provides local insights that serve as the basis for exploring the Canadian system as a whole and function as a common starting point from which to

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identify causal relationships that may be associated with Canada's successes. The book highlights commonalities, consistencies, and distinctions across the provinces and territories in a thematic analysis

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of the 13 jurisdiction-specific chapters. Although the analysis indicates a network of policy and practice issues warranting further consideration, the diverse nature of Canadian science education makes simple identification of

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causal relationships elusive.
Canada has a reputation for
strong science achievement.
However, there is currently
limited literature on science
education in Canada at the
general level or in specific areas

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such as Canadian science curriculum or science teacher education. This book fills that gap by presenting a thorough description of science education at the provincial/territorial level, as well as a more holistic

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description of pressing issues for
Canadian science education.

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provide a glimpse into the
journeys that women from
diverse backgrounds and ethnic
differences take in their higher

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education undergraduate or
graduate careers. The diverse

women include ethnicities of
Arabic, Asian, African-American,
American Indian, and Latina.
This book introduces state-of-the-
art research on virtual reality,

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simulation and serious games for
education and its chapters
presented the best papers from
the 4th Asia-Europe Symposium
on Simulation and Serious
Games (4th AESSSG) held in
Turku, Finland, December 2018.

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The chapters of the book present a multi-facet view on different approaches to deal with challenges that surround the uptake of educational applications of virtual reality, simulations and serious games

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in school practices. The different approaches highlight challenges and potential solutions and provide future directions for virtual reality, simulation and serious games research, for the design of learning material and

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for implementation in classrooms. By doing so, the book is a useful resource for both students and scholars interested in research in this field, for designers of learning material, and for practitioners

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that want to embrace virtual
reality, simulation and/or serious
games in their education.

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Digital Tools prepares teachers
in training and in-service
teachers to use technologies for

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design and development activities with middle and high school students. While software, open resources, handheld devices, and other tools hold great potential to enhance learning experiences, teachers

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themselves must model
technology use in ways that
inspire students to become
producers and leaders rather
than consumers and followers.
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editing, and other approaches.

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information. Dozens of in-depth descriptions and displays offer photos of students and school campuses, as well as essential information to help parents find the right private secondary school for their child. Extra Summer Programs

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section offers additional details on fascinating summer opportunities at private secondary schools.

Under pressure and support from the federal government, states have increasingly turned to indicators based on student test

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scores to evaluate teachers and schools, as well as students themselves. The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests, such as in mathematics or

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English/language arts with a focus on grades 4-8. Teachers in these subject areas, however, constitute less than thirty percent of the teacher workforce in a district. Comparatively little has been written about the measurement of

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achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas, with particular attention to their use in

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the evaluation of teachers and schools in all. It addresses traditional end-of-course tests, as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and

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development, psychometric
considerations, and validity
challenges are covered from both a
generic and a content-specific
perspective. The NCME
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series includes edited volumes designed to inform research-based applications of educational measurement and assessment. Edited by leading experts, these books are comprehensive and practical resources on the latest

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developments in the field. The NCME series editorial board is comprised of Michael J. Kolen, Chair; Robert L. Brennan; Wayne Camara; Edward H. Haertel; Suzanne Lane; and Rebecca Zwick.

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Federal law requires that all students, including students with disabilities, participate in state assessments used for accountability purposes. It also requires states to assess students in several content areas, including

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science. Most students with disabilities take the general science assessment with or without accommodations, but a few students with the most significant cognitive disabilities participate in alternate assessments based on

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alternate achievement standards (AA-AAS). The purpose of this analysis was to learn more about the characteristics of states' science AA-AAS in 2014-2015.

Data for this report were gathered by examining information that was

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publicly available on state websites.
Key findings include: (1) Most
states' science AA-AAS covered
the life science/biology, earth
science/earth and space science,
and physical sciences/physics
content domains at all grade levels;

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(2) In many states some content domains assessed differed between the general assessment and the AA-AAS; (3) In some states more content domains were covered on the AA-AAS than on the general assessment and in others

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fewer content domains were covered; and (4) More than half of the states had item-based AA-AAS, while about a third of the states used portfolios; fewer than 10 used rating scales, either alone or in combination with another approach.

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Although federal regulations do allow states to define the complexity, depth, and breadth of the AAAAS, the apparent lack of consistency in the domains assessed suggests that some students with significant cognitive

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disabilities may not be getting access to the same rigorous grade-appropriate content. States' evolving assessment systems provide an excellent opportunity for states and consortia to consider the content assessed by the science

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AA-AAS. The following are
appended: (1) AA-AAS Science
Content Domains by State; (2)

General Assessment and AA-AAS
Science Comparisons; and (3)
Assessment Approach Types and
Response Formats.

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This edited volume brings together a broad range of international science education studies, focusing on the interplay of teaching and learning science. It recognizes the complexity present in today's education, associated with major

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science related issues faced by society, such as climate change, diseases and pandemics, global conflicts over energy, food and water. The studies discussed in this volume are focused on presenting different opportunities to teach

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these convoluted matters in order to find simplicity within the complexity and make it accessible to learners. They bring together the challenges of preparing the students of today to become scientifically informed citizens of

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This book explores the impact of the socio-historical, political, and economic environment in South Africa, both during and after Apartheid. During this time, the South African education system

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demonstrated an interest in a specific type of knowledge, which Koopman refers to as 'a science of government'. This 'science of government' leaves the learners with a blurred understanding of science that is disconnected from external nature and human nature, and is presented as a series of abstract concepts and definitions. The

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book also investigates the dialectical tensions between the science curriculum and the role of the teacher as an active implementer of the curriculum. The book draws on the work of various phenomenological scholars, namely Edmund Husserl, Martin Heidegger, Merleau-Ponty, and Max van Manen to

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discuss these tensions.

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