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Policy and Practice in Science Education for the Gifted
Jan 13 2023 Gifted education has come to be regarded as a key national programme in many countries, and gifted education in science disciplines is now being recognised to be of major importance for economic and technological development. Despite these initiatives and developments internationally, there are very few discussions on gifted education in science drawing upon practices and experiences in different national contexts. In support of an international dialogue between researchers and practitioners, often working within isolated traditions, this book offers information on key influential approaches to science education for gifted learners and surveys current policy and practice from a diverse range of educational contexts. The volume offers an informative introduction for those new to studying gifted science education, as well as supporting the development of the field by offering examples of critical thinking about key issues, and accounts of the influences at work within education systems and the practical complexities of providing science education for the gifted. The contributions draw upon a variety of research approaches to offer insights into the constraints and affordances of working within particular policy contexts, and the strengths and challenges inherent in different approaches to practice. Chapters include: Teaching science to the gifted in English state schools: locating a compromised 'gifted & talented' policy within its systemic context Models of education for science talented adolescents in the United States: Past, present, and likely future trends Navigating the shifting terrain between policy and

practice for gifted learners in Tanzania Science education for female indigenous gifted students in the Mexican context Gifted Science Education in the Context of Japanese Standardization This book will appeal to scholars, practitioners and policy makers who are in the field of gifted science education.

Teaching and Learning for the Twenty-First Century
28 2021 This book describes how different nations have defined the core competencies and skills that young people will need in order to thrive in the twenty-first-century, and how those nations have fashioned educational policies and curricula meant to promote those skills. The book examines six countries—Chile, China, India, Mexico, Singapore, and the United States—exploring how each one defines, supports, and cultivates those competencies that students will need in order to succeed in the current century. Teaching and Learning for the Twenty-First Century appears at a time of heightened attention to comparative studies of national education systems, and to international student assessments such as those that have come out of PISA (the Program for International Student Assessment), led by the Organisation for Economic Co-operation and Development. This book's crucial contribution to the burgeoning field of international education arises out of its special attention to first principles—and thus to first questions: As Reimers and Chung explain, "much can be gained by an explicit investigation of the intended purposes of education, in what they attempt to teach students, and in the related questions of why those purposes and how they are achieved." These questions are crucial to education practice and reform at a time when educators (and the students they serve) face unique, pressing challenges. The book's detailed attention to such questions signals its indispensable value for policy makers, scholars, and education leaders today.

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Teacher Education in Diverse Settings

May 25 2021

Teacher Education in Diverse Settings presents a study of initial educator preparation in three social contexts: a training program for immigrant child care educators in Canada, a pre- and lower primary specialization in a teacher education program in Namibia, and a partnership between the Misak indigenous communities in Colombia and the University of Cauca to deliver courses for educators within their communities. In each setting the book explores the relationships between indigenous ways of thinking and western discourse in reference to the preparation of educators, whether they be teachers, community leaders, or newly arrived immigrants in Canada. In each case the authors' focus is on the tensions between the local understandings and global ideas, and the creation of space for diverse but intersecting worldviews. The book's goal is to investigate ways that teacher educators, parents, and communities can better prepare children for the realities of schooling while preserving the integrity of local norms and values through educator preparation programs.

The Oxford Handbook of Assessment Policy and Practice in Music Education Aug 16 2020 In the music classroom, instructors who hope to receive aid are required to provide data on their classroom programs. Due to the lack of reliable, valid large-scale assessments of student achievement in music, however, music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms. From Australia to Taiwan to the Netherlands, music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers. In this two-volume Handbook, contributors from across the globe come together to provide an authority on the assessment, measurement, and evaluation of student learning in music. The Handbook's first volume

emphasizes international and theoretical perspectives on music education assessment in the major world regions. This volume also looks at technical aspects of measurement in music, and outlines situations where theoretical foundations can be applied to the development of tests in music. The Handbook's second volume offers a series of practical and US-focused approaches to music education assessment. Chapters address assessment in different types of US classrooms; how to assess specific skills or requirements; and how assessment can be used in tertiary and music teacher education classrooms. Together, both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field.

Comparing High-Performing Education Systems Jan 01 2022
Comparing High-Performing Education Systems provides original insights into the educational structures, ideologies, policies, and practices in Singapore, Shanghai, and Hong Kong. Taking as its basis their global reputation and consistently strong performance in formal assessments, the author provides an in-depth analysis and comparison of these three education systems that draws on cutting-edge research. Chapters explore the dominant cultural and educational norms in Singapore, Shanghai, and Hong Kong to give a wider picture of these high-performing education systems. The performance of students in international large-scale assessments such as Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS) is considered, alongside an exploration of attitudes to schooling, tutoring, and assessment. The book shows how Singapore, Shanghai, and Hong Kong exemplify an East Asian Educational Model (EAEM). Such a model – is rooted in and shaped by Confucian habitus: unconscious and ingrained worldviews,

dispositions, and habits that reflect the standards of appropriateness in a Confucian Heritage Culture; aspires high performance: a balance between academic excellence and holistic development; and utilises educational harmonisation: the art of bringing together different and contradictory means and ends to achieve desired educational outcomes. Informative and thought-provoking, this book is a useful reference for policymakers, researchers, educators, and general readers on high-performing education systems, school reforms in East Asia, Confucian influences on education, and cross-cultural policy learning and transfer.

Mathematics Instruction: Goals, Tasks And Activities - Yearbook 2018, Association Of Mathematics Educators 11 2020 The book, the tenth volume in the series of yearbooks by the Association of Mathematics Educators in Singapore, comprises 14 chapters written by renowned researchers in mathematics education. The chapters offer mathematics teachers a cache of teaching ideas and resources for classroom instruction. Readers will find various task design principles, examples of mathematical tasks used in classrooms and teaching approaches to implement the tasks. Through these discussions, readers are invited to reflect and rethink their beliefs about mathematics teaching and learning in the 21st century, and reexamine the tasks and activities that they use in the classroom, in order to bring about positive impact on students' learning of mathematics. This book contributes towards literature in the field of mathematics education, specifically on mathematics instruction and the design of mathematical tasks and activities. Contents: Tasks and Activities in the Mathematics Classroom (Boon Liang CHUA and Pee Choon TOH) From Task to Activity: Noticing Affordances, Design, and Orchestration (CHOY Ban Heng) Affordances of Typical Problems (Jaguthsing DINDYAL) Mathematical Tasks Enacted by Two Competent Teachers to Facilitate the

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Learning of Vectors by Grade Ten Students (Berinderjeet KAUR, Lai Fong WONG and Chong Kiat CHEW) Use of Comics and Its Adaptation in the Mathematics Classroom (TOH Tin Lam, CHAN Chun Ming Eric, CHENG Lu Pien, LIM Kam Ming and LIM Lee Hean) Designing and Implementing Scientific Calculator Tasks and Activities (Barry KISSANE) Engaging the Hearts of Mathematics Learners (Joseph B W YEO) Developing Interaction Toward the Goal of the Lesson in a Primary Mathematics Classroom (Keiko HINO) Designing and Implementing Activities in the Flipped Classroom in the Singapore Primary Mathematics Classroom (CHENG Lu Pien, NG Swee Fong, TAN Bee Kian Jasmine Susie and NG Ee Noch) Designing Mathematical Modelling Activities for the Primary Mathematics Classroom (Chun Ming Eric CHAN, Rashidah VAPUMARICAN and Huanjia Tracy LIU) Extending 104 Exercises into Short Open-Ended Tasks for Primary Mathematics Classroom Instruction (YEO Kai Kow Joseph) Integrating Problem Posing into Mathematical Problem Solving: An Experimental Study (JIANG Chunlian and CHUA Boon Liang) A Vicennial Walk Through 'A' Level Mathematics in Singapore: Reflecting on the Curriculum Leadership Role of the JC Mathematics Teacher (Weng Kin HO and Christina RATNAM-LIM) Probability: Theory and Teaching (YAP Von Bing) Readership: Graduate students, researchers, practitioners and teachers in mathematics.

Keywords: Mathematics; Instruction; Task

Design; Singapore; Teachers; Instruction Review: Key

Features: Firstly it has a focused theme: Mathematics instruction and task design, which is of prime concern to mathematics educators Secondly it is written by university scholars who work closely with classroom mathematics teachers thereby drawing on their research knowledge and classroom experiences Lastly, the book is rich resource, of tried and tested practical know-how of approaches that promote mathematics learning, for mathematics educators in Singapore schools and elsewhere

Sustaining Mobile Learning

May 13 2020 Mobile

technologies are one of the fastest growing areas of technology in education. For learners, they offer an appealing opportunity to transcend teacher-defined knowledge and approaches by being able to access multiple, alternative sources of information anytime and anywhere. While the pace of engagement with and research into the educational applications of mobile technologies has picked up dramatically in the last decade, there is no consolidated view of how to sustain the practices or opportunities that are being explored. Sustainability is a complex but crucial issue in mobile learning as educational institutions are usually required to make substantial investments in mobile devices and associated technologies, time and training to initiate mobile learning programs. The complexity of sustainable mobile learning programs is further exacerbated by the fast pace of change of digital technologies, where with every change, new possibilities are opened up and investments required. In addition, educators are still attempting to reconcile institutions of formal education with informal mobile learning. The book addresses these issues, with a particular focus on: exploring the challenges surrounding the sustainability of mobile learning in K-12 and higher education investigating the importance of sustaining mobile learning for diverse populations of students globally discussing theoretical models for the sustainability of mobile learning providing the reader with strategies for sustaining mobile learning. Presenting new research alongside theoretical models and ideas for practice, the book will appeal to researchers, academics, and postgraduate students in the fields of education and mobile learning, as well as those working in teacher education.

Education in Tanzania in the Era of Globalisation
23 2021 Education in Tanzania in the Era of
Globalisation Challenges and Opportunities is a product
of papers presented at a National Education Conference

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held in Dodoma, Tanzania in November 2016 and organised by the Aga Khan University-Institute for Educational Development, East Africa (AKU-IED-EA). At present, Tanzania's development direction is guided by Vision 2025, which aims to achieve a high quality livelihood for its people. Attainment of Vision 2025 will depend largely on rapid socio-economic development based on several social and economic pillars including, most importantly, education. Clearly, for Tanzania, the scope and quality of education remains the single most important prerequisite to the attainment of Vision 2025 and the 17 Sustainable Development Goals (SDGs). The individual chapters in this publication, and their collective thrust, discuss the challenges in the education system in good faith and in the spirit of cooperation and collaboration guided by the belief that it is not the responsibility of the Government alone to see how these can be addressed. AKU IED EA has identified this as the responsibility of all well-meaning corporate bodies and citizens, and initiated this conference of its type as its contribution to that conference, as well as the publication, has to be seen as a model of good practice for universities in terms of sharing knowledge, experience, and practice with other stakeholders who are not in the academy, and more so, with politicians as well as government policy planners. The various authors of *Education in Tanzania in the Era of Globalisation: Challenges and Opportunities* discuss issues within the context of the Tanzanian political economy against the effects of globalization and seek to initiate a new kind of debate that is long overdue; a debate aimed at charting out appropriate strategies whose objective is to improve the quality of education in Tanzania so that it becomes a useful vehicle in enhancing processes of social change, transformation and development.

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Educational content up close _____ May 05 2022

An Integrated Primary Curriculum _____ Jun 25 2021

Issues in Teaching and Learning of Education for _____

Sustainability _____ Sep 09 2022 In a fast-changing, globalising world, the teaching and implementation of a curriculum for Education for Sustainability (EfS) has been a challenge for many teachers. Issues in Teaching and Learning of Education for Sustainability highlights the issues and challenges educators and academics face in implementing EfS and gives examples of what an EfS curriculum may look like and how some institutions translate the theory into practice. Organised into three parts, the volume looks at: the who (EfS for whom), the what (EfS curriculum) and the how (translating from theory to practice). The concluding chapter provides ideas and directions on where the world can proceed regarding sustainability education and how it can help in the teaching and learning of sustainability.

Considering social issues such as poverty, education, health, culture and the use of natural resources, this book proposes a different path towards Education for Sustainability. Providing concrete data on the realisation of sustainable development, Issues in Teaching and Learning of Education for Sustainability will be of interest to geographers, geography educators and professionals concerned with Education for Sustainability.

Routledge International Handbook of Schools and _____

Schooling in Asia _____ Aug 08 2022 This comprehensive handbook is the ultimate reference work, providing authoritative and international overviews of all aspects of schools and schooling in Asia. Split into 19 sections it covers curriculum, learning and assessment, private supplementary tutoring, special education, gender issues, ethnic minority education and LGBTQI students in Asian schools. The volume displays the current state of

the scholarship for schools and schooling in Asia including emerging, controversial and cutting-edge contributions using a thematic approach. The content offers a broad sweep of the region with a focus on theoretical, cultural and political issues as well as identifying educational issues and priorities, such as curriculum, assessment, teacher education, school leadership, etc., all of which impact students and learning in multiple ways. The Routledge International Handbook of Schools and Schooling in Asia brings together experts in each area to contribute their knowledge, providing a multidimensional and rich view of the issues confronting the region's school and education systems.

The Oxford Handbook of Technology and Music Education
Apr 23 2021 Few aspects of daily existence are untouched by technology. Learning and teaching music are no exceptions and arguably have been impacted as much or more than other areas of life. Digital technologies have come to affect music learning and teaching in profound ways, influencing how we create, listen, share, consume, interact, and conceptualize musical practices and the musical experience. For a discipline as entrenched in tradition as music education, this has brought forth myriad views on what does and should constitute music learning and teaching. To tease out and elucidate some of the salient problems, interests, and issues, The Oxford Handbook of Technology and Music Education critically situates technology in relation to music education from a variety of perspectives: historical; philosophical; socio-cultural; pedagogical; musical; economic; policy, organized around four broad themes: Emergence and Evolution; Locations and Contexts: Social and Cultural Issues; Experiencing, Expressing, Learning and Teaching; and Competence, Credentialing, and Professional Development. Chapters from a highly diverse group of junior and senior scholars provide analyses of

technology and music education through intersections of gender, theoretical perspective, geographical distribution, and relationship to the field. The Oxford Handbook of Technology and Music Education's dedication to diversity and forward-facing discussion promotes contrasting perspectives and conversational voices rather than reinforce traditional narratives and prevailing discourses.

Civics and Citizenship Education in Australia

Sep 16

2020 Civics and Citizenship Education in Australia provides a comprehensive analysis of teaching and learning in this field in Australian schools, drawing on case study material to demonstrate the current practice in the field. Reflecting on the issues and possibilities raised by the inclusion of civics and citizenship education in the new national Australian curriculum, leading national and international scholars analyse the subject's theoretical, curricular and pedagogical bases and approaches. Placing civics and citizenship education within historical and contemporary contexts, the book critically explores a range of issues concerning the development, organisation and teaching of the subject. These include how the subject might include indigenous, global and Asian perspectives, and how it may help students to engage with issues around sustainability, active citizenship, diversity, religion and values. The final chapters written by scholars from England, the USA, Canada, Hong Kong and Singapore adopt a comparative approach situating Australian civics and citizenship education in the wider international context.

Integrated Primary Curriculum Oct 10 2022

Science Education in East Asia Feb 14 2023 This book presents innovations in teaching and learning science, novel approaches to science curriculum, cultural and contextual factors in promoting science education and improving the standard and achievement of students in East Asian countries. The authors in this book discuss

education reform and science curriculum changes and promotion of science and STEM education, parental roles and involvement in children's education, teacher preparation and professional development and research in science education in the context of international benchmarking tests to measure the knowledge of mathematics and science such as the Trends in Mathematics and Science Study (TIMSS) and achievement in science, mathematics and reading like Programme for International Student Assessment (PISA). Among the high achieving countries, the performance of the students in East Asian countries such as Singapore, Taiwan, Korea, Japan, Hong Kong and China (Shanghai) are notable. This book investigates the reasons why students from East Asian countries consistently claim the top places in each and every cycle of those study. It brings together prominent science educators and researchers from East Asia to share their experience and findings, reflection and vision on emerging trends, pedagogical innovations and research-informed practices in science education in the region. It provides insights into effective educational strategies and development of science education to international readers.

Mapping the Moral Geographies of Education

Jan 21 2021

This book explores the growth of 'character education' in schools and youth organisations over the last decade. It delves into historical and contemporary debates through a geopolitical lens. With a renewed focus on values and virtues such as grit, gumption, perseverance, resilience, generosity, and neighbourliness, this book charts the re-imagining and re-fashioning of a 'character agenda' in England and examines its multiscalar geographies. It explores how these moral geographies of education for children and young people have developed over time. Drawing on original research and examples from schools, military and uniformed youth organisations, and the state-led National Citizen

Service, the book critically examines the wider implications of the 'character agenda' across the UK and beyond. It does so by raising a series of questions about the interconnections between character, citizenship, and values and highlighting how these moral geographies reach far beyond the classroom or campsite. Offering critical insights on the roles of character, citizenship and values in modern education, this book will be of immense value to educationists, teachers and policymakers. It will appeal students and scholars of human geography, sociology, education studies, cultural studies and history.

Children's Lifeworlds in a Global City: Singapore
30 2021 This book examines connections between policy contexts, school experiences and everyday activities of children growing up in the global city of Singapore. In particular, it explores how Singapore children's everyday experiences inside and outside of school shape their orientations towards educational success. Alongside an analysis of school life and educational policies, it also considers children's out-of-school activities, including leisure, homework, and enrichment activities, and connections between these and their school-based activities. The book draws on empirical data from Primary 4 classes in two Singapore schools in the form of student-completed surveys, classroom ethnographies, student responses to a learning dialogues activity, and a re-enactment of one child's out-of-school life, as well as curriculum and policy analysis. It provides readers with an in-depth understanding of Singapore Primary 4 children's experiences inside and outside of school, including the structure of timetables and pedagogical approaches encountered in school lessons, children's enjoyment of activities inside and outside of school, children's engagement and wellbeing at school, and the impact of Singapore's educational policies on children's learning experiences. Moving

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beyond a simplistic focus on Singapore children's academic performance in international high-stakes testing, the book offers a comprehensive exploration of their lives inside and outside of school. This holistic approach is unique in the Singapore context and contributes to a greater understanding of children's everyday lives in the city.

Globalisation, Ideology and Neo-Liberal Higher Education Reforms Jun 13 2020 This book sets out to examine the neo-liberal dimensions of globalisation and market-driven economic imperatives that have impacted higher education reforms. It critiques the notions of accountability, efficiency, academic capitalism, quality of education, and the market-oriented and entrepreneurial university model, based on a neo-liberal ideology. The expansion of economic rationality into the educational sector is one the most ubiquitous dimensions of neo-liberalism and one of its most powerful ideological tools, resulting in the commodification, commercialization, and marketization of education and knowledge. The book critiques structural changes in education and the impact of neo-liberalism and globalisation on educational systems around the world. With this as its overall focus, the respective chapters present hand-picked scholarly research on major discourses in the field of global neo-liberal education reforms. The book draws upon recent studies in the areas of globalisation, neo-liberal education reforms, and the role of the state. It critically assesses the neo-liberal ideological imperatives of current education and policy reforms and illustrates how these shifts in the relationship between the state and education policy are shaping current trends in education policy reform outcomes. Taken together, the chapters offer a timely analysis of current issues affecting neo-liberal education policy research, and outline future directions that education and policy reforms could take.

Teaching Chinese Language in Singapore Sep 28 2021 This book addresses the problems and issues surrounding teaching Chinese as a second language in the Singapore context. It identifies four main areas of concern: (1) Neglect of culture in the teaching of Chinese; (2) Difficulty of learning Hanzi (Chinese characters); (3) Cognitive and affective aspects of Chinese language learning; and (4) Authenticity of the Chinese language in a global and Singapore context. The book includes lesson design and instructional practices for re-prioritizing Chinese as a set of trainable skills, as well as teaching culture in the context of teaching the language. It also introduces the Chinese as a Second Language Readability Formula to help learners overcome their difficulties with learning Hanzi (Chinese characters), and the Attitude Toward Chinese Language Scale to help understand the various factors that can influence Chinese language learning. It also proposes a student-oriented model for conducting problem-based research, tapping into the disciplines of psycholinguistics and sociolinguistics. Resolving or minimizing the issues identified here requires action at the macro level by Chinese language researchers on a national scale, and at the micro level by classroom teachers through action research.

Primary Science Education in East Asia Jun 18 2023 This edited volume is a state-of-the-art comparison of primary science education across six East-Asian regions; namely, the People's Republic of China, Republic of Korea, Republic of China, Hong Kong SAR, Japan, and Singapore. While news of educational policies, classroom teaching, assessment, and other educational innovations here often surface in the international media, this book brings together for the first time relevant information regarding educational systems and strategies in primary science in East Asia. Above all, it is a readable yet comprehensive survey—readers would have an accurate

sense of what has been accomplished, what has not worked so well, and what remains to be done. Invited experts in comparative education research and/or science education also provide commentary by discussing common themes across the six regions. These types of critical synoptic reviews add much value by enabling readers to understand broad commonalities and help synthesize what must surely be a bewildering amount of very interesting albeit confusing body of facts, issues, and policies. Education in East Asia holds many lessons (both positive and negative) to offer to the rest of the world to which this volume is a timely contribution to the literature.

Cambridge Primary Science Stage 4 Learner's Book
2023 Cambridge Primary Science is a flexible, engaging course written specifically for the Cambridge Primary Science curriculum framework. This Learner's Book for Stage 4 covers all objectives required by the curriculum framework in an engaging, visually stimulating manner. Learning through enquiry is supported by suggestions for hands-on activities, which provide integrated coverage of the Scientific Enquiry objectives. Language skills can be developed using the 'Talk about it!' ideas for classroom discussion. Assessment and preparation for the Progression Test is achieved through 'Check your progress' questions at the end of each unit.

Mar 15

Science Education Research and Practice in East Asia: Trends and Perspectives Mar 03 2022 This book is a collaborative product of an official project approved by the East-Asian Association for 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, (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. 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 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: (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 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 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 Education in East Asia: A Comparison of the Emergence of Science Education in China and Japan.
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 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. 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 Comparison of Elementary School Science Textbooks in East Asia. 9. 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 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 Modern Science and High Technology in Schools. 15. Government Policy in Developing a STEM Curriculum: The Case of the High-Scope Program in Taiwan.

PISA 2012 Results: Creative Problem Solving (Volume V) Students' Skills in Tackling Real-Life Problems

May 17

2023 This fifth volume of PISA 2012 results presents an assessment of student performance in problem solving, which measures students' capacity to respond to non-routine situations in order to achieve their potential as constructive and reflective citizens.

The Routledge Handbook of Teaching English to Young Learners Apr 04 2022 The Routledge Handbook of Teaching English to Young Learners celebrates the 'coming of age' for the field of research in primary-level English Language Teaching. With 32 chapters written by international scholars from a wide geographical area including East Africa, Mexico, the South Pacific, Japan, France, the USA and the UK, this volume draws on areas such as second language acquisition, discourse analysis, pedagogy and technology to provide: An overview of the current state of the field, identifying key areas of TEYL. Chapters on a broad range of subjects from methodology to teaching in difficult circumstances and from Content and Language Integrated Learning (CLIL) to gaming. Suggestions of ways forward, with the aim of

shaping the future research agenda of TEYL in multiple international contexts. Background research and practical advice for students, teachers and researchers. With extensive guidance on further reading throughout, The Routledge Handbook of Teaching English to Young Learners is essential reading for those studying and researching in this area.

Singapore Math and Science Education Innovation 2021 This edited volume explores key areas of interests in Singapore math and science education including issues on teacher education, pedagogy, curriculum, assessment, teaching practices, applied learning, ecology of learning, talent grooming, culture of science and math, vocational education and STEM. It presents to policymakers and educators a clear picture of the education scene in Singapore and insights into the role of math and science education in helping the country excel beyond international studies such as PISA, the pedagogical and curricula advancements in math and science learning, and the research and practices that give Singaporean students the competitive edge in facing the uncertain and challenging landscape of the future.

Jul 27

Science Curriculum for the Anthropocene, Volume 1 07 2022 This volume, the first of a two-volume set, provides a foundation for future research and development in science curriculum. Drawing upon complexity and systems theories, this book provides a framework for science curriculum that tackles and transform the interrelated and socio-ecological causes of our ecological crises in the Anthropocene. Chapters provide a foundational conceptual framework that can inspire and motivate educators and researchers alike, and push the boundaries of science curriculum research, theory, and practice The result is a refreshing and hopeful look at PK-12 science curriculum as a lever for positive change amidst our current global trajectory in the 21st century.

Jul

East-Asian Primary Science Curricula

Dec 12 2022 This

book describes a comparative study of the primary science learning objectives (from the cognitive domain) in the curriculum of six high-achieving East Asian states — mainland China, Hong Kong, Taiwan, Korea, Japan and Singapore. Specifically, the authors use one of the most widely accepted and useful tools in curriculum research — revised Bloom's Taxonomy. This is the first time that such findings from all six states have been published in one place and the results are valuable for policymakers, educators and researchers around the globe. Our new English translations of the primary science learning objectives in China, Taiwan and Korea will also greatly facilitate future analyses of these curricula.

Two Thousand Fourteen Primary National Curriculum in England Nov 18 2020

The Routledge Research Companion to Popular Music Education Oct 18 2020 Popular music is a growing presence in education, formal and otherwise, from primary school to postgraduate study. Programmes, courses and modules in popular music studies, popular music performance, songwriting and areas of music technology are becoming commonplace across higher education. Additionally, specialist pop/rock/jazz graded exam syllabi, such as RockSchool and Trinity Rock and Pop, have emerged in recent years, meaning that it is now possible for school leavers in some countries to meet university entry requirements having studied only popular music. In the context of teacher education, classroom teachers and music-specialists alike are becoming increasingly empowered to introduce popular music into their classrooms. At present, research in Popular Music Education lies at the fringes of the fields of music education, ethnomusicology, community music, cultural studies and popular music studies. The Ashgate Research Companion to Popular Music Education is

the first book-length publication that brings together a diverse range of scholarship in this emerging field.

Perspectives include the historical, sociological, pedagogical, musicological, axiological, reflexive, critical, philosophical and ideological.

Science Education Research and Practice in Asia

Nov 30

2021 This book discusses the scope of science education research and practice in Asia. It is divided into five sections: the first consists of nine chapters providing overviews of science education in Asia (China, Lebanon, Macau, Malaysia, Mongolia, Oman, Singapore, Taiwan, and Thailand). The second section offers chapters on content analysis of research articles, while the third includes three chapters on assessment and curriculum. The fourth section includes four chapters on innovative technology in science education; and the fifth section consists of four chapters on professional development, and informal learning. Each section also has additional chapters providing specific comments on the content. This collection of works provides readers with a starting point to better understand the current state of science education in Asia.

2014 Syllabus Science Aug 20 2023

Rasch Measurement Feb 02 2022 This book focuses on the use of the Rasch measurement model in validation studies and in analyzing the psychometric properties of a variety of test instruments, questionnaires, and scales in international contexts. It broadly examines the development and application of Rasch modeling, providing in-depth analyses of the properties of various scales used in the fields of education, and humanities and social sciences research. The book includes exemplary works on educational research and practices that highlight recent and innovative applications, as well as theoretical and practical aspects of Rasch modeling. Readers will find it helpful to understand the latest approaches to Rasch measurement in educational research,

as well as practices for future studies and quantitative research. 'This book provides a diverse set of perspectives on Rasch models from scholars across the globe. The volume is both theoretical and applied. The first section of the book provides an overview of Rasch modeling and explains the theoretical and conceptual framework underlying the Rasch model. The remainder of the book highlights multiple applications of the Rasch model within educational assessment as well as several examples of how Rasch modeling can be used for validation studies. This volume showcases the wide variety of ways in which Rasch modeling can be applied to assessment data to provide insights into students' achievement and learning and to improve instruction.'-Betsy McCoach, University of Connecticut, USA. 'A well-written collection of articles. Grouped by the theoretical and applied aspects of Rasch measurement, each chapter in this edited volume makes notable contributions to knowledge and practice. Written by leading scholars in the field, these chapters were written in a clear, succinct, and assertive manner, providing readers with up-to-date information, analyses, and debates. This book should be found in the core collection of emerging researchers and established scholars in educational measurement.'-Timothy Teo, Murdoch University, Australia.

Primary Curriculum 2014 Jul 19 2023

A Guide to Teaching and Learning of Primary Science
16 2023 This guide is designed to complement the Primary Science Syllabus (2014). The aim of this guide is to provide useful information and guidance for teachers to plan and deliver engaging and effective science lessons to support students in developing scientific knowledge, skills and attitudes.

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Textbook Policies in Asia Nov 11 2022 This comparative study provides an overview of the textbook production chain, starting with its origins in the curriculum, and

suggests ways in which policymakers can make improvements at every point in the chain. With evidence from a range of countries, mainly in Asia, the study is intended as a resource for policymakers and as a reference and benchmark for education systems. Although the study focuses on textbooks, which are the priority for governments and teachers and represent the greatest item of expenditure on teaching and learning materials, it also includes other teaching and learning materials including digital resources.

International Conference on Humanity and Social Science, (ICHSS2014) Jun 06 2022 The conference will be held in Guangzhou, China during June 29-30, 2014. The aim objective of ichss2014 is to present the latest research and results of scientists related to Humanity and Social Science topics. This conference provides opportunities for the different areas delegates to exchange new ideas and application experiences face to face, to establish business or research relations and to find global partners for future collaboration. We hope that the conference results constituted significant contribution to the knowledge in these up to date scientific field. ichss2014 is supposed to be the largest technical event on Humanity and Social Science in Guangzhou in 2014. The focus of the conference is to establish an effective platform for institutions and industries to share ideas and to present the works of scientists, engineers, educators and students from all over the world. The organizing committee of conference is pleased to invite prospective authors to submit their original manuscripts to ichss2014. As preparation for ICSS2014, hundreds of contributions were received and reviewed. Most of these contributions have brought us a new possible solution to our problems; some of them can even be called as a breakthrough. All these researches have been included in this book. I believe it will be of great value to your future study.

Citizenship Education in the ASEAN Community

Feb 19

2021 This book is based on the outcomes of the International Comparative Study on Citizenship Education and Education for ASEANness in ASEAN Countries for the fiscal years 2010 to 2013. In each chapter, it analyzes the awareness of school students in a respective country, while also discussing the importance of the Delphi survey results, a major feature of this project, for educational experts on citizenship education. Examining citizenship education in ten countries, it clarifies which type of citizenship education should be completed after ten years, and what level of citizenship should be acquired in ten years. It also compares the awareness of students from these ten countries from 2010 to 2013. The book argues that citizenship education is indispensable for surviving the twenty-first century, especially in terms of promoting citizenship education in schools.

The Role of Language in Content Pedagogy _____ Dec 20 2020

This book explores the importance of language in content learning. It focuses on teachers' roles, knowledge and understanding of language in school contexts (including academic language and disciplinary languages) to support students. It examines teachers' language-related knowledge base for content teaching, which include teachers' knowledge of and about language, knowledge of (their) students and their pedagogical knowledge. This book also explores how teachers' knowledge of language, students and content are linked as part of a larger pedagogical content knowledge, which includes knowledge of the role of language in content learning. As well, it further considers literacy (and literacies) as part of this examination of teachers' knowledge of language.

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- [Primary Curriculum 2014](#)
- [Primary Science Education In East Asia](#)
- [PISA 2012 Results Creative Problem Solving Volume V Students Skills In Tackling Real Life Problems](#)
- [A Guide To Teaching And Learning Of Primary Science](#)
- [Cambridge Primary Science Stage 4 Learners Book](#)
- [Science Education In East Asia](#)
- [Policy And Practice In Science Education For The Gifted](#)
- [East Asian Primary Science Curricula](#)
- [Textbook Policies In Asia](#)
- [Integrated Primary Curriculum](#)
- [Issues In Teaching And Learning Of Education For Sustainability](#)
- [Routledge International Handbook Of Schools And Schooling In Asia](#)
- [Science Curriculum For The Anthropocene Volume 1](#)
- [International Conference On Humanity And Social Science ICHSS2014](#)
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