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Authoritative yet accessible, the definitive undergraduate text on Russian geography and culture has now been thoroughly revised with current data and timely topics, such as the annexation of Crimea and Sevastopol and other background for understanding Russia's 2022

invasion of Ukraine. Thematic chapters provide up-to-date coverage of Russia's physical, political, cultural, and economic geography. Regional chapters focus on the country's major regions and the other 14 former Soviet republics. Written in a lucid, conversational style by a Russian-born international expert, the concise chapters interweave vivid descriptions of urban and rural landscapes, examinations of Soviet and post-Soviet life, deep knowledge of environmental and conservation issues, geopolitical insights, engaging anecdotes, and rigorous empirical data. Over 200 original maps, photographs, and other figures are also available as PowerPoint slides at the companion website, many in color. New to This Edition \*Separate chapter on Ukraine and Crimea, covering events through 2019. \*Timely topics--the political crisis in Ukraine and annexation of Crimea and Sevastopol; the return of Putin as president; climate change and environmental degradation; economic slowdown; political shifts in the republics; the role of Russian-backed forces in Syria, Libya, and Central African Republic; changes in Russia–United States relations; and more. \*Thoroughly updated population, economic, and political data. \*80 new or updated figures, tables, and maps. Pedagogical Features \*End-of-chapter review questions, suggested assignments, and in-class exercises. \*Within-chapter vignettes about Russian places, culture, and history. \*End-of-chapter internet resources and suggestions for further reading. \*Companion website with all figures and maps from the book, many in full color. A collaborative series with the University of Cambridge Faculty of Education highlighting leading-edge research across Teacher Education, International Education Reform and Language Education. In the nineteenth century, as the Russian empire expanded eastwards and the Japanese empire expanded onto the Asian continent, the Russo-Japanese border became contested on and around the island of Sakhalin, its Russian name, or Karafuto, as it is known in Japanese. Then in the wake of the Second World War, Russia seized control of the island and the Japanese inhabitants were deported. Sakhalin's history as a border zone makes it a lynchpin of Russo-Japanese relations, and as such it is a rich case study for exploring the key themes of this book: life in the borderlands, migration, repatriation, historical memory, multiculturalism and identity. With a focus on cross-border dialogue, *Voices from the Shifting Russo-Japanese Border* reveals the lives of the ordinary people in the border regions between Russia and Japan, and how they and their communities have been affected by shifts in the Russo-Japanese border over the past century-and-a-half. Examining the lives and experiences of repatriates from Karafuto/Sakhalin in contemporary Hokkaido and their contribution to the multicultural society of Japan's northernmost island, the chapters cover the border shifts in Karafuto/Sakhalin up until 1945, the immediate aftermath the Second World War, the commemorative practices and memories of those in both Japan and Eastern Russia, and, finally, postwar lives by drawing extensively on interviews with people in the communities affected most by the shifting border. This interdisciplinary book will be of huge interest to students and scholars across a broad range of subjects including Russo-Japanese relations, Northeast Asian history, border studies, migration studies, and the Second World War. This book considers the place of education in childhood, and provides a cross-country and cross-cultural perspective on the importance of education in childhood - comparing experiences in the US and Russia. It conceptualizes the discussion in sociological theory, particularly theories pertaining to the sociology of education. Announcements for the following year included in some vols. To many education students, Russian and/or Chinese education is at the

same time their introduction to Marxism, and many students go no further. This book sets the record straight by giving a thorough introduction to the writings of Marx himself as they relate to education. It shows what Marxism implies for education, as aim, method and content. It then proceeds to compare educational developments in the former USSR and China in the light of this analysis, attempting to answer the question as to how Marxist this has been, in the schools and outside them. First Published in 2000. This text provides a survey of the peoples who speak Finno-Ugric languages and have titular republics or autonomous regions within the post-Soviet Russian federation. Their languages have set them apart from their Turkic and Russian neighbours and helped to preserve their distinct identity, including their animist religious practices. Previous works on this subject were written before the demise of the USSR so that information on the subject was screened by Soviet censors. In particular, this book explores the principal threats now facing these peoples - as much environmental as political. Although communism has gone, the exploitation of natural resources threatens the region's ecology, while the new rulers in the Kremlin seem set to continue their predecessors' oppressive policies towards the Finno-Ugrians. The book is written with commitment to the threatened human and political rights of these endangered peoples. Get a grasp on grammar with students in grades 4-5 using Grammar: Daily Skill Builders. This 96-page book features two short, reproducible activities per page and includes enough lessons for an entire school year. It covers topics such as parts of speech, punctuation, contractions, types of sentences, homophones, definitions, idioms, acronyms, capitalization, and critical thinking. Frequent reviews provide practice in a standardized test format, the activities align with Common Core State Standards. This book explores the issues of education, the use of languages and the formation of self-identification of the Japanese and Korean diasporas of Sakhalin, over a hundred years period: from the time they moved to the island, until their "return" to historical homelands in Japan or South Korea. During this time, their language environment and language of education changed 4 times and Japanese and Korean of Sakhalin continued to be a linguistic and ethnic minority. This book is of interest to researchers, students, NGO supporters and education policy makers. Volume I, entitled Russian Mathematics Education: History and World Significance, consists of several chapters written by distinguished authorities from Russia, the United States and other nations. It Examines the history of mathematics education in Russia and its relevance to mathematics education throughout the world. The second volume, entitled Russian Mathematics education is highly respected for its achievements and was once very influential internationally, it has never been explored in depth. This publication does just that. --Book Jacket. Second edition of this popular self-study guide for students of Russian. Each chapter covers a grammar point: i.e., a part of speech (noun, verb, pronoun, adjective), a word's function in a sentence (subject, direct object, indirect object), a grammatical term (tense, conjugation, declension, gender). Each chapter is divided into two sections: 1. In English: grammar is explained as it relates to English, anticipating concepts necessary for Russian. 2. In Russian: grammar is explained as it relates to Russian, with examples and explanations of the rules applied. Points out similarities, differences, and alerts students to pitfalls. Part of the O & H Study Guide series for students of foreign languages. Experience has shown that students using the O & H Russian Study Guide improve their performance in Russian grammar thanks to a better understanding of English grammar. Teachers can devote more

class time to developing communicative skills. In recent years, interest in International Librarianship has grown rapidly and will continue to grow as globalization influences education and librarianship. In countries around the world, public and school libraries have unique roles and their staffs collaborate across types of libraries to varying degrees. The essays in *Youth-Serving Libraries in Japan, Russia, and the United States* address the universal and culture-specific aspects of library services to children and teens in these three countries. This collection shows how libraries have developed in light of each country's political, educational, and social history. The chapters highlight unique collections and services within each country and also show how librarians deal with the challenges they encounter, both from within their culture as well as from outside—including natural disasters. This book will be of interest to youth-serving librarians around the world, library educators, and for those studying international and young adult librarianship.

Multilingualism, multiculturalism, and internationalization in higher education is a contemporary reality worldwide. Because of the importance of multilingualism in learning policy, special professional and education training should be provided both to teachers and students. Multilingual education can promote linguistic and cultural diversity, inclusion, and social development. *The Handbook of Research on Multilingual and Multicultural Perspectives on Higher Education and Implications for Teaching* focuses on both top-down and bottom-up perspectives on multilingual and multicultural education based on conceptual and empirical studies. This book provides evidence in support of sustainable multilingualism and multiculturalism in higher education. Covering topics such as dialectic teaching, multilingual classrooms, and teacher education, this major reference work is an essential resource for pre-service teachers, educators of higher education, language policy experts, university administration, scholars, linguists, researchers, and academicians.

Announcements for the following year included in some vols. When the Soviet Union collapsed universities were freed from state control and left to themselves. This forced universities to be much more market-oriented. This book explores this transformation from the end of the Soviet Union until the present. Based on extensive original research, the book charts the struggles of universities, showing how chaos and decline came to what had been one of the triumphs of the Soviet Union – a higher education system which provided a high standard of advanced education to large numbers of people and made major research achievements. The book shows how a lack of funds, lack of commercial experience and the ending of former means of support such as strong university-state industry links brought about huge disruption; how universities responded with a range of measures such as charging for tutoring and examinations, handling research on a commercial basis and new forms of co-operation; and how all this impacted on subjects of study and on underlying ideas about what a university is for. The book argues that the shock to the system in Russia was so severe that the Russian case serves as an excellent 'survival guide' to universities experiencing similar changes in other parts of the world. By investigating the phenomenon of Russian universities becoming more market-oriented the book contributes to developing further the marketization concept. It summarizes the existing knowledge in this field of study, offers a new framework for analysis of the phenomenon of university marketization and discusses the marketization of Russian universities in the light of comparative studies. What kind of book is this? It is a book produced by a remarkable cultural circumstance in the former Soviet Union which fostered the

creation of groups of students, teachers, and mathematicians called "mathematical circles". The work is predicated on the idea that studying mathematics can generate the same enthusiasm as playing a team sport - without necessarily being competitive. This book is intended for both students and teachers who love mathematics and want to study its various branches beyond the limits of school curriculum. This book of short stories is designed for beginning students. Its vocabulary and grammar are basic and all verbs are in the present tense. Each story focuses on a specific topic. After each story there is a list of questions, based on its theme. These questions encourage the readers to talk about themselves, their family, friends and other things that people normally chat about. Answering and asking questions is a great tool to develop conversational skills. You will be prepared to go to Russia and make new friends there! Following each story, there is a list of vocabulary specific to that story. Thus, you do not have to go to the back of the book to search for the translation of an unfamiliar word. Of course, the readers should already know at least some words, such as pronouns, and be familiar with the concept of declension of nouns, pronouns and adjectives and verb conjugation. Each story repeats some of the previous vocabulary for better memorization and adds several new words. Whether your child already speaks Russian but needs to learn to read it or has no knowledge of the Russian Language and wants to start - Reading Russian for Children can help you with that. Based on our bestselling Reading Russian Workbook for adults, in this book we kept 90% of the content but adapted it to the children ages 6+. The vocabulary has been adjusted (milk instead of beer, etc.) and we added a child-friendly cover too! Many schools and language tutors use this book to teach school-aged children to read Russian. Upon completion of this book the children will be able to sound out all the words in Russian and will learn some basic Russian grammar and vocabulary. The editorial board for the History of Mathematics series has selected for this volume a series of translations from two Russian publications, Kolmogorov in Remembrance and Mathematics and its Historical Development. This book, Kolmogorov in Perspective, includes articles written by Kolmogorov's students and colleagues and his personal accounts of shared experiences and lifelong mathematical friendships. The articles combine to give an excellent personal and scientific biography of this important mathematician. There is also an extensive bibliography with the complete list of Kolmogorov's work. This open access edited volume is a comparative effort to discern the short-term educational impact of the covid-19 pandemic on students, teachers and systems in Brazil, Chile, Finland, Japan, Mexico, Norway, Portugal, Russia, Singapore, Spain, South Africa, the United Kingdom and the United States. One of the first academic comparative studies of the educational impact of the pandemic, the book explains how the interruption of in person instruction and the variable efficacy of alternative forms of education caused learning loss and disengagement with learning, especially for disadvantaged students. Other direct and indirect impacts of the pandemic diminished the ability of families to support children and youth in their education. For students, as well as for teachers and school staff, these included the economic shocks experienced by families, in some cases leading to food insecurity and in many more causing stress and anxiety and impacting mental health. Opportunity to learn was also diminished by the shocks and trauma experienced by those with a close relative infected by the virus, and by the constraints on learning resulting from students having to learn at home, where the demands of schoolwork had to be negotiated with other family necessities, often sharing

limited space. Furthermore, the prolonged stress caused by the uncertainty over the resolution of the pandemic and resulting from the knowledge that anyone could be infected and potentially lose their lives, created a traumatic context for many that undermined the necessary focus and dedication to schoolwork. These individual effects were reinforced by community effects, particularly for students and teachers living in communities where the multifaceted negative impacts resulting from the pandemic were pervasive. This is an open access book. Since 2001, the International Association for the Evaluation of Educational Achievement (IEA) has been conducting, in cycles of five years, the Progress in International Reading Literacy Study (PIRLS). The PIRLS program encompasses trend studies designed to monitor progress in reading achievement in an internationally comparative context. PIRLS 2001 and PIRLS 2006 both assessed primary school students in their fourth year of schooling (Grade 4 in the majority of countries). Progress in Reading Literacy in National and International Context is the second book to explore the influence of findings from the PIRLS surveys on different education systems. It presents a compilation of insights from 12 of the 35 countries that participated in PIRLS 2006. These insights relate to the impact of PIRLS on the systemic, governmental, administrative, and school-level aspects of the education systems featured and exemplify how PIRLS has influenced research initiatives, policy development, and national capacity-building. The primary aim of this book and its predecessor (Progress in Reading Literacy: The Impact of PIRLS 2001 in 13 Countries, edited by Knut Schwippert and published in 2007) has been to explore the opportunities that PIRLS' findings hold for the development of education systems. Five of the 12 countries participating in the current impact of PIRLS project contributed to the 2001 project. For these countries, the current book provided opportunity to view, from a longitudinal perspective, the transformative processes initiated in response to the findings of both surveys. The book thus provides in-depth information on the various aspects of the national education systems represented herein that have originated, been restructured, or otherwise been modified as a direct or an indirect consequence of the results of the 2001 and 2006 PIRLS surveys. The book also gives a brief overview of the design, implementation, and main international findings of PIRLS 2001 and 2006. These introductory chapters are followed by country chapters, each of which is written by authors with unique insider perspectives gained from their work in their home institutions within their national contexts. Findings from these chapters are assembled in a comparative summary.

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