Critical Pedagogies in Physical Education, Physical Activity and Health

Interactive Handbook for Educators on Left and Right Brain Development

Social Science Research on Higher Education and Universities: Annotated bibliography

This collection presents new investigations into the role of heritage languages and the correlation between culture and language from a pedagogic and cosmopolitan point of view.

Delta Pi Epsilon Journal

The topic of achieving and assuring quality in every higher education institution continues to be both relevant and urgent worldwide. This volume presents a discussion of a range of facets of the issue, drawing on the findings of a 3 year EU research programme involving seven countries: Czech Republic, United Kingdom, Latvia, Portugal, Poland, Slovakia and the Netherlands. Topics include access, student assessment, governance, stakeholders, academic faculty, information and the interface between the secondary and tertiary sectors. The authors, all of whom are drawn from university teams, explore particular aspects of the research objectives. These aim to identify the drivers and overcome the barriers to establishing high quality in both European higher education, in relation to the Standards and Guidelines for Quality Assurance and, by implication, in wider higher education.

The Accountability and Audit of Governments

This stimulating volume addresses vital questions about gene/environment interactions as they affect cell health from the prenatal period through later life. Beginning with a tour of epigenetic processes in the human body, the book assembles current theoretical and empirical developments across the discipline, among them transgenerational epigenetic inheritance, the effects of maternal nutrition on epigenetic change, and possible links between epigenetics and childhood obesity. Public health and policy aspects of the field are discussed in depth, with the understanding that much can be done to improve our epigenetic health as a species. And in this vein, contributors consider future possibilities, such as the reprogramming of genes to reverse cancer and other diseases. Included in the coverage: The role of environmental epigenetics in perinatal and neonatal development The epigenetic biomarker yH2AX: from bench science to clinical trials What's the risk? Dental amalgam, mercury exposure, and human health risks throughout the lifespan Post-traumatic stress disorder: neurological, genetic, and epigenetic bases Children's exposure to alcohol, tobacco, and drugs: long-term outcomes Ethical implications of epigenetics Epigenetics, the Environment, and Children's Health Across Lifespans brings real-world knowledge and applications of this increasingly important field to public health practitioners, maternal and child health researchers, and environmental health experts.

The Palgrave Handbook of History and Social Studies Education

This monograph reports on South Africa's performance in TIMMS 2003 relative to 50 other countries; describes the performance of different groups of learners in South Africa; and provides contextual information about teachers, schools and the curriculum. The report concludes with recommendations for strategic interventions to improve South African learners' performance in mathematics and science. The findings contained in this report offer valuable insights to academics, policymakers, curriculum-planners and teachers and those involved in the development of education in South Africa.

The Oxford Handbook of Assessment Policy and Practice in Music Education

"This collection engages environmental, ethical and cultural values perspectives to show how Design and Technology (D&T) Education actively contributes to the significant educational goal of attaining sustainable global futures. An international collection of authors representing all levels of education articulate how D&T research, curriculum theory, policy, and classroom practices can synergise to contribute positively to the education of children for sustainable global futures. The book offers a spectrum of theorised curriculum positions, political and policy analysis, and case studies of successful school practice. A key word in the title is that of contribution which is construed in several senses: first, of D&T as a vehicle for understanding the range of political and social values that arise with such a major educational challenge; second, of D&T as an agent of critical and practical action for students as global citizens; third, by taking global and multiple perspectives (rather than, say, Western or mono-cultural positions); and, fourth, by demonstrating D&T's capacities for working in holistic and integrative cross-curricular ways. The authors show how students can not only learn about the environmental dimensions of the world, the ways in which our future is shaped by the environment, but also develop their own perspectives.

Epigenetics, the Environment, and Children's Health Across Lifespans

This book provides new perspectives on Assessment for Learning (AfL), on the challenges encountered in its implementation, and on the diverse ways of meeting these challenges. It brings together contributions from authors working in a wide range of educational contexts: Australia, Canada, England, Germany, New Zealand, Norway, Israel, Philippines, Scotland, Spain, Sweden, Switzerland, the United States; it reflects the issues, innovations, and critical reflections that are emerging in an expanding international network of researchers, professional development providers, and policy makers, all of whom work closely with classroom teachers and school leaders to improve the assessment of student learning. The concept of Assessment for Learning, initially formulated in 1999 by the Assessment Reform Group in the United Kingdom, has inspired new ways of conceiving and practicing classroom assessment in education systems around the world. This book examines assessment for learning in a broad perspective which includes diverse approaches to formative assessment (some emphasizing teacher intervention, others student involvement in assessment), as well as some programmes based on individual student-designed self-assessment. The focus of this volume is on K-12 classrooms and the continuing professional learning of teachers and school leaders working with these classrooms. Readers of this volume will encounter well documented accounts of implementation across a large spectrum of conditions in different countries and thereby acquire better understanding of the challenges that emerge in the transition from theory and policy to classroom practice. They will also discover a wealth of ideas for implementing assessment for learning in an effective and sustainable manner. The chapters are grouped in three Parts: (1) Assessment Policy Enactment in Education Systems; (2) Professional Development and Collaborative Learning about Assessment; (3) Assessment Culture and the Co-Regulation of Learning. An introduction to each Part provides an overview and presents the suggestions and recommendations formulated in the chapters.

Implementing Education Policies Scotland's Curriculum for Excellence Into the Future

Giving a brief overview of regional issues and the history of education in South Africa and describes the development of education in the country over the past 15 years. It presents an analysis of the education system, identifying key directions for learning to practise.
elsewhere from the early 19th century to the present day, in fields as diverse as the health sciences, law, engineering, social work, theology, and university teaching. An essential resource for those studying the professions, this book will also appeal to practitioners, professional associations, administrators, and faculty in professional schools, and to all those interested in the past, present, and future state of their professions.

Mathematics and Science Achievement at South African Schools in TIMSS 2003

Many studies have highlighted the 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 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 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 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.

CIS International Schools Directory 2009/10

This handbook offers the most comprehensive, analytic, and multidisciplinary study of oral traditions and folklore in Africa and the African Diaspora to date. Pneumnt scholars Akintunde Akinwumi and Toyin Falola assemble a team of leading and rising stars across African Studies research to retrieve and renew the scholarship of oral traditions and folklore in Africa and the Diaspora just as critical concerns about their survival are pushed to the forefront of the field. With five sections on the central themes within orality and folklore including engagement ranging from popular culture to technology, methods to pedagogy this handbook is an indispensable resource for scholars, students, and practitioners of oral traditions and folklore preservation alike. This definitive reference is the first to provide detailed, systematic discussion, and up-to-date analysis of African oral traditions and folklore.

Drivers and Barriers to Achieving Quality in Higher Education

Relanguaging Language from a South African Township School

This Handbook presents an international collection of essays examining history education past and present. Framing recent curriculum reforms in Canada and in the United States in light of a century-long debate between the relationship between theory and practice, this collection contextualizes the debate by exploring the evolution of history and social sciences education within their state or national contexts. With contributions ranging from Canada, Finland, New Zealand, Sweden, the Netherlands, the Republic of South Africa, the United Kingdom, and the United States, chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice.

Argumentation in Chemistry Education

This edited book provides a global view on evolution education. It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern Europe, Western Europe, North Africa, South Africa, North America, South America, Middle East, Far East, South East Asia, Australia, and New Zealand.Studies in evolution education literature can be divided into three main categories: (a) understanding the interrelationships among cognitive, affective, epistemological, and religious factors that are related to peoples’ views about evolution, (b) designing, implementing, evaluating evolution education curriculum that reflects contemporary evolution understanding, and (c) reducing antievolutionary attitudes. This volume systematically summarizes the evolution education literature across these three categories for each country or geographical region. The individual chapters thus include common elements that facilitate a cross-cultural meta-analysis. Written for a primarily academic audience, this book provides a much-needed common background for future evolution education research across the globe.

Bulletin

Examination Questions

Warrant Officer Candidate Course Guide

This handbook presents a comprehensive and multi-faceted analysis of the BRICS countries and other emerging economies, exploring their economic, social, environmental, and governance dimensions and challenges.

Assessment for Learning: Meeting the Challenge of Implementation

Students in Scotland (United Kingdom) engage in learning through Curriculum for Excellence (CfE), which aims to provide them with a holistic, coherent, and future-oriented approach to learning between the ages of 3 and 18. CfE offers an inspiring and widely supported philosophy of education. This report analyses the progress made with CfE since 2015, building upon several months of observations in Scotland, the existing literature and experiences from other OECD countries.

Report of the Director of Education

Interrogates the rise of national philosophies and their impact on cosmopolitanism and nationalism.

Educational Assessment in a Time of Reform

The Educational Practices and Pathways of South African Students across Power-Marginalised Spaces

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. 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.

Effective Assessment: a Step by Step Guide for Teachers

Nostalgia after Apartheid

Educational Assessment in a Time of Reform provides background information on large-scale examination systems more generally and the South African examination specifically. It traces the reforms in the education system of South Africa since 1994 and provides a description of the advances in modern text theory that could be considered for future standard setting endeavours. At the heart of the book is the debate on whether the current standard of education in Africa is good enough. If not, then how can it be improved? The aim of this book is to provide a point of departure for discussions on standard-setting, quality assurance, equating of examinations and assessment approaches. From this point of departure recommendations for practices in general and the exit-level (Grade 12) examination results in particular can be made. This book is ideal reading for principals, teachers, academics and researchers in the fields of educational assessment, measurement, and evaluation.
The Development and Validation of the Oral/Aural Tests for the Senior Primary Phase

Critical Pedagogies in Physical Education, Physical Activity and Health explores critical pedagogy - and critical work around the body, health and physical activity - within physical education. By examining the complex relationships between policies and practice, and how these are experienced by young people, it elucidates the need for critical pedagogy in contemporary times. With contributions from leading international experts in health and physical education, and underpinned by a critical, socio-cultural approach, the book examines how health and physical education are situated across various international contexts and the influence of policy and curriculum. It explores how health is constructed by students and teachers within these contexts as well as how wider spaces and places beyond formal schooling influence learning around the body, health and physical activity. Finally, it considers what progressive pedagogies might 'look like' within health and physical education. Chapters utilise empirical work within the field to explore various topics of relevance to critical pedagogy, drawing on theoretical insights while providing practical applications and concluding with reflection points to encourage readers to consider the relevance for their own contexts. Designed to support pedagogical study in a range of contexts, this book will be of particular interest to undergraduate and postgraduate students, teachers and researchers with an interest in physical education, physical activity and health and the role they play in young people's lives.

Evolution Education Around the Globe

Summative assessment has been a contentious issue in educational circles for several decades, particularly high-stakes assessment events which arise at various junctures of the school cycle, especially those at the end of it. The French Baccalauréat and English A-levels and their numerous clones throughout the francophone and anglophone worlds are household names and represent milestone events in people's lives, as their outcomes are principal determinants of young people's future prospects. These examinations are external—they are devised, conducted and processed by agencies outside schools, and it is their assessment that most influences examination outcomes. As such, they act as 'time' arbiters of student achievement, providing the proverbial 'level playing field' which ensures the comparability of outcomes. In the pyramidal school structures of yesteryear, examinations acted as filters, regulating the progression of pupils to subsequent tiers of formal education. Exit points occurred from primary school level up, from where unsuccessful candidates could enter the labour force and/or embark on occupationally specific further education and training. With the modernisation of the labour market and an ever-higher social demand for higher levels of formal education, the filtering function of examinations at lower levels of schooling has been gradually eroded, while burgeoning numbers of students at the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of terminating assessment systems (including the modification and, in some instances, abandonment of external examinations). This edited volume brings together the experiences of twenty examination systems from around the world to see how these dynamic entities have adapted and changed over time to the changing context of schooling. Following an introduction by Stephen P. Heyman of World Bank reputed, there are sixteen chapters presenting Country Case Studies, which have been written up under common subheadings, thereby highlighting the comparative nature of the work and facilitating cross-referencing. The subsequent four chapters elaborate on the theme of 'external examinations beyond national borders', including a contribution by the International Baccalauréate Organisation. A defining feature of the work is the attention it pays to what it calls the 'nuts and bolts' of external examinations, from question-setting to grading procedures. These are, it is argued, instrumental in nurturing and maintaining public confidence in external examinations. The book will be of immense value to people involved in educational policy studies, especially strategic educational planning, as well as those directly concerned with formal assessment. The work has been written to appeal to a wide audience of informed persons—it is accessible to teachers and interested laypeople, as well as to academicians.

Handbook of BRICS and Emerging Economies

The lived experiences of students' educational practices are analysed and explained in terms of the book's plea for the recognition of the 'multi-dimensionality' of students as educational beings with unexplored cultural wealth and hidden talents. The book presents an argument that student lives are entangled in complex social-spatial relations and processes that extend across family, neighbourhood and peer associations, which are largely misrecognised in educational policy and practice. The book is relevant to understanding the role of policy, curriculum and pedagogy in addressing the educational performance of working-class youth.

The Palgrave Handbook of African Oral Traditions and Folklore

The Education System in Southern Africa

Teacher Empowerment Through Curriculum Development

While sharing some characteristics with other middle-income countries, South Africa is a country with a unique economic history and distinctive economic features. It is a regional economic powerhouse that plays a significant role, not only in southern Africa and in the continent, but also as a member of the G20 group. The country has a long history of apartheid, and South Africa faces the profound triple challenges of poverty, inequality, and unemployment. Any meaningful conversation about economic policies to address these challenges needs to be informed by a deep understanding of historical developments, robust empirical evidence and, rigorous analysis of South Africa's complex economic landscape. This volume seeks to provide a wide-ranging set of original, detailed, and state-of-the-art analytical perspectives that contribute to scientific knowledge as well as to well-informed and productive discourse on the South African economy. While concentrating on the more recent economic issues facing South Africa, the handbook also provides historical and political context. It offers an in-depth examination of strategic issues in the country's key economic sectors, and brings together diverse analytical perspectives.

Reviews of National Policies for Education: South Africa 2008

Environment, Ethics and Cultures

The research report in Caught in the Act draws together the insights gained from a continuous professional development initiative for high school mathematics teachers, teaching in low socio-economic status and socially challenged environments in South Africa. The chapters show the possibilities for enhancing achievement in school mathematics if a strength-based approach is adopted to develop teaching with and when their concerns are taken seriously. The book demonstrates that the ecological relevance - fitness for the context in which teachers are teaching - of the "goods" developed and distributed by initiatives should be a major consideration to offer hope for sustainable implementation to improve school mathematics education. The book is of interest to mathematics teachers, school leaders, mathematics curriculum advisors, policy makers and researchers.

Secondary School External Examination Systems

In this engaging book, Amber Reed provides a new perspective on South Africa's democracy by exploring Black residents' nostalgia for life during apartheid in the Eastern Cape. Reed looks at a surprising phenomenon encountered in the post-apartheid nation: despite the Department of Education mandating curricula meant to teach values of civic responsibility and liberal democracy, those who are actually responsible for teaching this material (and the students taking it) often resist what they see as the imposition of "white" values. These teachers and students do not see South African democracy as a type of freedom, but rather as destructive of their own. "African culture"—whereas apartheid, at least ostensibly, allowed for cultural expression in the former rural homelands. In the Eastern Cape, Reed observes, resistance to democracy occurs alongside nostalgia for apartheid among the very citizens who were most disenfranchised by the late racist, authoritarian regime. Examining a rural town in the former Transkei homeland and the urban offices of the Sonke Gender Justice Network in Cape Town, Reed argues that nostalgic memories of a time when African culture was not under attack, combined with the socio-economic failures of the post-apartheid state, set the stage for the current political ambivalence in South Africa. Beyond simply being a case study, however, Nostalgia after Apartheid shows how, in a global context in which nationalism and authoritarianism continue to rise, the threat posed to democracy in South Africa has far wider implications for thinking about enactments of democracy. Nostalgia after Apartheid offers a unique approach to understanding how the attempted post-apartheid reforms have failed rural Black South Africans, and how this failure has led to a nostalgia for the very conditions that once oppressed them. It will interest scholars of African studies, postcolonial studies, anthropology, and education, as well as general readers interested in South African history and politics.

Scottish Education

Using data from a long-term ethnographic study of English language classrooms in a South African township, this book highlights linguistic expertise in a setting where it is not usually expected or sought. Rather than being 'peripheral and unskilled', South African township teachers and learners emerge as skilled (re)languagers central to the workings of South African education, and to our understanding of how day-to-day language practices that African urban spaces are known for, and conceptualise language teaching not as a progression from one fixed language to another, but as a circular sorting process between linguistic heterogeneity (languaging) and homogeneity (a standard language). The Oxford Handbook of the South African Economy

"Teacher Empowerment through Curriculum Development: Theory into Practice encourages the empowerment and involvement of teachers in the curriculum development process. This updated third edition is a must for every teacher who acknowledges the need for empowerment and wishes to contribute to the process of curriculum development in a changing South Africa." -- Book Jacket.
Economic and social changes, fast evolution of technology, and the growing importance of Internet services and international communications—all these require secondary education providers to adapt what is taught and learned in schools. However, in Africa the content of secondary curricula is in most cases ill-adapted to 21st century challenges, where young people are mobile, have access to 'more and instant information,' and face health threats such as HIV/AIDS. In addition, implementation problems exist, and the time for instruction is often much less than what is required by the prescribed secondary curriculum. In Africa there is a need to develop a secondary education curriculum adapted to the local economic and social environment, but with internationally-comparable performance indicators. This study analyzes that challenge: the quality of curricula and assessment, and their development processes in secondary education in Africa against the background of existing contexts, conditions, and ambitions on the one hand and current pedagogical thinking on the other. This World Bank Working Paper was prepared as part of the Secondary Education and Training in Africa (SEIA) initiative which aims to assist countries to develop sustainable strategies for expansion and quality improvements in secondary education and training.

Curricula, Examinations, and Assessment in Secondary Education in Sub-Saharan Africa

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