

Bilingual Education In The 21st Century

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this book discusses higher education research as a field of study in asia it traces the evolution of research in the field of higher education in several asian countries and shares ideas about the evolving higher education research communities in asia it also identifies common and dissimilar challenges across national communities providing researchers and policymakers essential new insights into the relevance of a greater regional articulation of national higher education research communities and their further integration into and contribution to the international higher education research community as a whole

consistent with international trends there is an active pursuit of more engaging science education in the asia pacific region the aim of this book is to bring together some examples of research being undertaken at a range of levels from studies of curriculum and assessment tools to classroom case studies and investigations into models of teacher professional learning and development while neither a comprehensive nor definitive representation of the work that is being carried out in the region the contributions from china hong kong taiwan korea japan singapore australia and new zealand give a taste of some of the issues being explored and the hopes that researchers have of positively influencing the types of science education experienced by school students the purpose of this book is therefore to share contextual information related to science education in the asia pacific region as well as offering insights for conducting studies in this region and outlining possible questions for further investigation in addition we anticipate that the specific resources and strategies introduced in this book will provide a useful reference for curriculum developers and science educators when they design school science curricula and science both pre service and in service teacher education programmes the first section of the book examines features of science learners and learning and includes studies investigating the processes associated with science conceptual learning scientific inquiry model construction and students attitudes towards science the second section focuses on teachers and teaching it discusses some more innovative teaching approaches adopted in the region including the use of group work inquiry based instruction developing scientific literacy and the use of questions and analogies the third section reports on initiatives related to assessments and curriculum reform including initiatives associated with school based assessment formative assessment strategies and teacher support accompanying curriculum reform the open access version of this book available at taylorfrancis.com/books/e/9781315717678 has been made available under a creative commons attribution non commercial no derivatives 4 0 license

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what is working in education in the uk and what isn t this book offers a highly readable guide to what the latest research says about improving young people s outcomes in pre school primary and secondary education never has this issue been

more topical as the UK attempts to compete in the global economy against countries with increasingly educated and skilled work forces the book discusses whether education policy has really been guided by the evidence and explores why the failings of Britain's educational system have been so resistant to change as well as the success stories that have emerged making a difference in education looks at schooling from early years to age 16 and entry into further education with a special focus on literacy numeracy and it reviewing a large body of research and paying particular attention to findings which are strong enough to guide policy the authors examine teacher performance school quality and accountability and the problematically large social gap that still exists in state school education today each chapter concludes with a summary of key findings and key policy requirements as a comprehensive research review making a difference in education should be essential reading for faculty and students in education and social policy and of great interest to teachers and indeed to anyone who wants to know about the effectiveness of UK education policy and practice and where they should be going

education and its context are both changing rapidly in a world characterized by postmodernism and globalization even the discourses that we use to discuss education are changing this raises fundamental questions concerning the relationship of education to culture identity society and power to understand education in the twenty first century we need a new map by considering issues both fundamental and topical from citizenship to lifelong learning from school effectiveness to learning outside the school this book provides a comprehensive multi disciplinary guide to education in the new era

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