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global science education is a reality at the end of the 20th century albeit an uneven reality because of tremendous technological and economic pressures

unfortunately this reality is rarely examined in the light of what interests the everyday lives of ordinary people rather than the lives of political and economic elites the purpose of this book is to offer insightful and thought provoking commentary on both realities the tacit question throughout the book is whose interests are being served by current science education practices and policies the various chapters offer critical analysis from the perspectives of culture economics epistemology equity gender language and religion in an effort to promote a reflective science education that takes place within rather than taking over the important cultural lives of people the target audience for the book includes graduate students in education science education and education policy professors policy and government officials involved with education

best selling author marcia l tate outlines 20 proven brain compatible strategies rationales from experts to support their effectiveness and more than 250 activities in this practical resource

gathering contributions from leading scholars around the world this handbook offers a comprehensive resource on the most recent advances in research surrounding the theories methodologies and applications of science learning progressions researchers and educators have used learning progressions to guide the design and alignment of curriculum instruction and assessment and to help students learn scientific knowledge and practices in a coherent and connected way across multiple years this handbook lays out the development and current state of research in this field across four sections learning progression theories and methodologies learning progressions to promote student learning teachers learning and use of learning progressions and new technology in learning progression research featuring internationally recognized experts in learning progression research as well as up and coming voices the handbook of research on science learning progressions offers a defining new resource for researchers teachers and teacher educators and curriculum and assessment developers in science education

in between science and society charting the space of science fiction douglas a van belle uses interviews with 24 science fiction authors to analyze the conceptual space that science fiction occupies between science and society using these interviews van belle studies the similarities and differences between the academic and professional understandings of the genre between science and society arguesthat for authors all of the aspects of the genre that are emphasized by academics such as science communication and depictions of scientists are secondary to the artistic effort to entertain through storytelling through his interviews van belle explores both the genre s place in relation to science and society and key elements to surviving as a professional science fiction author van belle creates a definition of science fiction based on the creative ideals expressed by these authors and compared to those that arise from the academic perspective showing that academics are struggling to engage one of the two central ideals of the genre

this book provides a resource for political science faculty wanting to increase their research productivity and or teaching effectiveness in a time and resource efficient way faculty from various subfields and institution types offer examples of how they align their research and teaching activities to get more bang for their buck while some contributors discuss projects within the scholarship of teaching and learning sotl research tradition others go beyond this approach and integrate their teaching and research in other ways as a result this volume offers diverse innovative and practical ways faculty can leverage the teaching scholarship

connection to both improve scholarly productivity and ground political science instruction in pedagogical literature

this illuminating book provides an overview of best practices to introduce and develop critical thinking skills in the political science classroom featuring contributions from leading experts in a range of academic positions and subdisciplines it presents perspectives from the various institutional settings that characterize contemporary higher education

eugene a nida is one of the pioneers and founders of modern translation theory coining the terms dynamic equivalence and formal equivalence and energetically promoting the former though in his latter years preferring the term functional equivalence originally formulated for the bible translation efforts amongst people groups without the bible nida's theories of translation have also been widely influential in translation studies making this presentation of eugene a nida's life 1914 2011 and assessment of his works especially timely and significant stefan felber is a german old testament scholar former seminary professor and author of the german only *wesen und würde des wortes biblisch theologische grundlagen für das verständnis von sprache und kommunikation* the nature and dignity of the word biblical theological foundations for understanding language and communication in zwischen babel und jerusalem aspekte von sprache und Übersetzung among other works as such he is uniquely qualified to offer this fair minded and masterful yet critical evaluation of nida's model of translation doing so from a rich variety of disciplines including exegesis theology philology and philosophies of language whether one agrees or disagrees with either nida or felber i highly recommend this rigorous and wide ranging exposition for advancing informed dialogue and promoting further understanding and advances in translation studies professor tom mccormick tyndale university college toronto although the theory of dynamic or functional equivalence was the most widely used method in global bible translation after the second world war there has been no comprehensive study of its foundations and how it was developed by eugene nida filling this gap is one of the great merits of felber's study felber while showing great respect for nida critically evaluates dynamic equivalence from various perspectives exegetical theological philosophical and linguistic this multi dimensional nuanced approach provides the reader with thought provoking and helpful insights that further the discussion in important ways felber's study is a must read for all who deal with language and translation in theology and the church in bible translation and mission prof dr markus zehnder internationale hochschule bad liebenzell evangelische theologische fakultät leuven ansgarskolen kristiansand stefan felber's *toward a science of translating* is a landmark study in biblical translation theory focussing on eugene nida 1914 2011 who for many years was a central figure in the american bible society and the united bible societies nida has been described as probably the world's leading scholar on translation and his theory of dynamic or functional equivalence provided a leading paradigm for bible translators for decades in this thorough analysis of his work and its reception felber highlights a number of weaknesses as well as some strengths affiliated with nida's theory promoting translation theory based on reader oriented thought for thought patterns rather than traditional source oriented analysis of textual form and content felber's evaluation raises a critical question are facets of the biblical text pertaining to biblical language and hermeneutics theology and the transcendent downplayed in nida's addressee oriented approach to translation i hope this book will be widely read by translators biblical scholars and others interested in translation of the bible dr tomas bokedal associate professor of new testament and early christianity nla university college norway docent of new testament exegesis lund university sweden

this edited volume presents innovative current research in the field of science education the chapters deal with a wide variety of topics and research approaches

conducted in a range of contexts and settings together they make a strong contribution to knowledge on science teaching and learning the book consists of selected presentations from the 12th european science education research association esera conference held in dublin ireland from 21st to 25th august 2017 the esera community is made up of professionals with diverse disciplinary backgrounds from natural sciences to social sciences this diversity enables a rich understanding of cognitive and affective aspects of science teaching and learning the studies in this book will stimulate discussion and interest in finding new ways of implementing and researching science education for the future the twenty two chapters in this book are presented in four parts highlighting innovative approaches to school science emerging identities in science education approaches to developing learning and competence progressions and ways of enhancing science teacher education this collection of studies showcases current research orientations in science education and is of interest to science teachers teacher educators and science education researchers around the world with a commitment to bridging research and practice in science teaching and learning

this book is offered for consideration and critical reflection primarily by political science scholars throughout the world from beginning students to professors emeriti neither age nor erudition seems to make much difference in the prevailing assumption that killing is an inescapable part of the human condition that must be accepted in political theory and practice it is hoped that readers will join in questioning this assumption and will contribute further stepping stones of thought and action toward a nonkilling global future

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