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Sam Thomas Laura Chan Joseph Lo Bianco David Coniam 陈晓鸣 Elizabeth B. Bernhardt Thomas Kellaghan Herman Yeung Hong Kong Janet Moyles Hasan Deniz

the research in this volume takes account of the context of policy promoting chinese as a second language csl in several countries and regions australia east asia and south east asia and the wider social context of multilingual and multicultural societies furthermore this book reports results of two research studies which investigated how to develop effective strategies to promote learners motivation and the motivational developments of adult learners in real life settings helping to overcome gaps in this under researched area findings reported in this book have been scientifically examined and found to be effective in enhancing the learners csl proficiency increasing their learning motivation and addressing the need for a diversity of targeted approaches to csl most are applicable across preschool to secondary levels the theoretical grounding of this research work represents a new direction for research in teaching chinese as a second language

this book discusses hong kong s use of onscreen marking osm in public examinations given that hong kong leads the way in osm innovation this book has arisen from a recognised need to provide a comprehensive coherent account of the findings of various separate but linked validation studies of onscreen public examinations in hong kong the authors discuss their experience of the validation process demonstrating how high stakes innovation should be fully validated by a series of research studies in order to satisfy key stakeholders

this is the first hands on methods guide for second language L2 reading research the authors expertly and critically situate L2 reading and literacy as a multivariate interactive process and define terms concepts and research tools in connection with theory and a rich body of past empirical work with lessons to learn and pitfalls to avoid they concretely detail how to design

empirical studies collect data and analyze findings in this important area authored by world experts on first language L1 and L2 reading this book provides a comprehensive critical theory driven review of methods in L2 reading research offering a step by step guide from research design to study execution and data analysis with useful pedagogical features and a unique database of L2 reading studies from around the world over three decades this will be an invaluable resource to students and researchers of second language acquisition applied linguistics education and related areas

high stakes public examinations exert a dominant influence in most education systems they affect both teacher and student behavior especially at the middle and upper levels of secondary education the content of past examinations tends to dictate what is taught and how it is taught and more important what is learned and how it is learned by changing aspects of these examinations especially their content and format education systems can have a strong positive impact on teacher behavior and student learning help raise student achievement levels and better prepare students for tertiary level education and for employment examination agencies many of which have followed the same procedures over decades can learn from the successes and failures of other systems this book addresses current issues related to the development administration scoring and usage of these high stakes public examinations identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies the book's primary audience consists of public examination officials on national regional and state examination boards but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards to academics and researchers interested in educational assessment to governmental and education agencies responsible for student selection and to professionals at development organizations this extremely well written and comprehensive book offers a timely review of the diversity of public examination practices worldwide of the tensions between examinations and learning and of the technical expertise involved in the creation of valid reliable and fair assessments it reminds us that as the diploma disease takes hold with an ever greater intensity at every stage of education worldwide and the commercial business of testing flourishes those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog angela w little professor emerita institute of education university college london this book

is very well structured and written and draws on the authors remarkable global knowledge across countries and histories it will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings mark bray unesco chair professor of comparative education university of hong kong and former director unesco international institute for educational planning i am sure that public examinations examined which thoroughly analyzes the practice of public examinations in different countries and makes profound and well grounded conclusions will arouse very great interest and will serve to further improve public examinations victor bolotov distinguished professor higher school of economics national research university moscow member russian academy of education and former deputy minister of education russian federation

this bestselling textbook provides an introduction to the fundamentals of teaching and learning in early years and primary education if you are training to work in schools or other educational settings the book offers a wide range of practical and straightforward guidance covering essential topics such as safeguarding attachments and relationships assessment the indoor and outdoor environment new technologies behaviour management and well being thoroughly updated throughout and retaining its lively and engaging style this new fifth edition extends your knowledge and understanding of working and playing effectively with young children enlivened by thought provoking cameos and reflective questions the book gives you the confidence to reflect upon challenge and enhance your own pedagogies key features include real life cameos drawn from schools and settings questions to promote thinking included in each chapter suggested further reading including a range of annotated references up to date research and issues that teachers may face beginning teaching beginning

learning is essential reading for student and newly qualified early years and primary teachers and practitioners as well as those who educate and train them this outstanding book should a core text for beginning teachers working in the birth to 11 age range it places early years and primary education in the historical context and encourages new teachers to become reflective practitioners by adopting a questioning approach based on thoughtful comparative experiences one aspect which makes this stand out from other similar texts is the focus it has on developing a deep understanding of the partnership between children's learning and the beginner teacher contributors many of whom have been teachers themselves include experts not only in their specific fields of interest but also in teacher education more broadly so understand what is relevant for those on initial teacher education courses and those in the early stages of their teaching career jane warwick primary pgce course manager university of cambridge uk beginning teaching beginning learning should be a core text on all birth to 11 years itt courses the book neatly combines grounded cameos of actual teaching experience with real life questions and dovetails these with a thoroughly referenced scholarly critique through its engaging style and approach the book speaks clearly and directly to the inquisitive curious and professional novice teacher who wishes to be both thoroughly reflective and knowledgeable of the latest research this book is hugely successful as it manages to be both very wide in its content whilst encouraging a questioning and in depth critical thinking throughout guy roberts holmes ma early years education programme director ucl institute of education uk

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

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