

Pre U Maths June 2013 Paper 2

Since 9/11, we have been told that terrorists are pathological evildoers. Yet before the 1970s, hijackings, assassinations, and other acts now called 'terrorism' were considered the work of rational actors. Disciplining Terror explains how political violence became 'terrorism', and how this transformation ultimately led to the current 'war on terror'.

An all-in-one toolkit that empowers new teachers to meet the needs of diverse learners In this book, renowned experts give novice teachers the self-confidence and empathy they need to address what may be their greatest challenge: guiding disadvantaged students to success in the classroom. Yes, You Can! includes: Powerful vignettes about real teachers and students help promote teacher empathy and understanding Original research conducted by the authors on the confidence levels of new and experienced educators Targeted strategies for many student profiles: African American, Latino, Asian American, White, high-achiever, low-achiever, and more

The Creative Enterprise of Mathematics Teaching Research presents the results and methodology of work of the teaching-research community of practice of the Bronx (TR Team of the Bronx). It has a twofold aim of impacting both teachers of Mathematics and researchers in Mathematics Education. This volume can be used by teachers of mathematics who want to use research to reflect upon and to improve their teaching craft, as well as by researchers who are interested in uncovering riches of classroom learning/teaching for research investigations. This book represents the results of a collaboration of instructors discussing their own instruction research, analyzed through a conceptual framework obtained via the synthesis of creativity research and educational learning theories, based upon the work of Piaget and Vygotsky. The editors see an urgent need for creative synthesis of research and teaching, an example of which is presented in the book. Two central themes of the book are the methodology of TR/NYCity model and creativity, more precisely, creativity of the Aha moment formulated by Arthur Koestler (1964) in a very profound but little known theory of bisociation exposed in his work "The Act of Creation". Incorporation of the theory of bisociation into classroom teaching of mathematics provides the key to enable students who may struggle with mathematics to engage their own creativity, become involved in their learning process and thus reach their full potential of excellence. Creativity in teaching remedial mathematics is teaching gifted students how to access their own giftedness.

First published in 1924, 'Which School?' brings together in one volume a wide range of information and advice, updated annually, on independent education for children up to the age of 18 years.

In science, technology, engineering, and mathematics (STEM) education in pre-college, engineering is not the silent "e" anymore. There is an accelerated interest in teaching engineering in all grade levels. Structured engineering programs are emerging in schools as well as in out-of-school settings. Over the last ten years, the number of states in the US including engineering in their K-12 standards has tripled, and this trend will continue to grow with the adoption of the Next Generation Science Standards. The interest in pre-college engineering education stems from three different motivations. First, from a workforce pipeline or pathway perspective, researchers and practitioners are interested in understanding precursors, influential and motivational factors, and the progression of engineering thinking. Second, from a general societal perspective, technological literacy and understanding of the role of engineering and technology is becoming increasingly important for the general populace, and it is more imperative to foster this understanding from a younger age. Third, from a STEM integration and education perspective, engineering processes are used as a context to teach science and math concepts. This book addresses each of these

motivations and the diverse means used to engage with them. Designed to be a source of background and inspiration for researchers and practitioners alike, this volume includes contributions on policy, synthesis studies, and research studies to catalyze and inform current efforts to improve pre-college engineering education. The book explores teacher learning and practices, as well as how student learning occurs in both formal settings, such as classrooms, and informal settings, such as homes and museums. This volume also includes chapters on assessing design and creativity.

This revised and updated third edition offers a range of strategies, activities and ideas to bring mathematics to life in the primary classroom. Taking an innovative and playful approach to maths teaching, this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge, understanding and enjoyment of the subject. In the creative classroom, mathematics becomes a tool to build confidence, develop problem solving skills and motivate children. The fresh approaches explored in this book include a range of activities such as storytelling, music and construction, elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way. Key chapters of this book explore: • Learning maths outdoors - make more noise, make more mess or work on a larger scale • Everyday maths - making sense of the numbers, patterns, shapes and measures children see around them • Music and maths – the role of rhythm in learning, and music and pattern in maths Stimulating, accessible and underpinned by the latest research and theory, this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom. This is a book with successful track record of teaching to speak English with great confidence and style. It provides all the necessary material for conversation practice. Lessons have been prepared by picking up familiar topics and creating extended dialogues based on everyday situations. The exercise after each lesson provides a variety of sentence patterns, word lists, grammatical intricacies, subtle variations in word/ phrase meanings, with their usage in different situations, and showcases the multiple ways of saying the same thing. These also provide ample hands-on practice through fill-in-the-blanks exercises. There is also a pronunciation guide with short notes on stress and rhythm. At the end of the book there is a treasure trove in the form of: • an alert against words often confused between • words that are always used in their plural form • uncountable nouns • words that are often misspelt • words that are often mispronounced • exercises to equip you against common mistakes that are often made. In the fourth edition, some more expressions have been included that are now becoming popular. The book is thus much richer in expressions and dialogues, and is in a more attractive format.

Are American colleges and universities failing their students by refusing to teach the philosophical traditions of China, India, Africa, and other non-Western cultures? This biting and provocative critique of American higher education says yes. Even though we live in an increasingly multicultural world, most philosophy departments stubbornly insist that only Western philosophy is real philosophy and denigrate everything outside the European canon. In *Taking Back Philosophy*, Bryan W. Van Norden lambastes academic philosophy for its Eurocentrism, insularity, and complicity with nationalism and issues a ringing call to make our educational institutions live up to their cosmopolitan ideals. In a cheeky, agenda-setting, and controversial style, Van Norden, an expert in Chinese philosophy, proposes an inclusive, multicultural approach to philosophical inquiry. He showcases several accessible examples of how Western and Asian thinkers can be brought into productive dialogue, demonstrating that philosophy only becomes deeper as it becomes increasingly diverse and pluralistic. *Taking Back Philosophy* is at once a manifesto for multicultural education, an accessible introduction to Confucian and Buddhist philosophy, a critique of the ethnocentrism and anti-intellectualism characteristic of much contemporary American politics, a defense of the value of philosophy and a liberal arts education, and a call to return to the search for the good life that defined philosophy for Confucius, Socrates, and the Buddha.

Building on a popular New York Times opinion piece that suggested any philosophy department that fails to teach non-Western philosophy should be renamed a “Department of European and American Philosophy,” this book will challenge any student or scholar of philosophy to reconsider what constitutes the love of wisdom.

Education in science, technology, engineering and mathematics (STEM) is crucial for taking advantage of the prospects of new scientific discoveries initiating or promoting technological changes, and managing opportunities and risks associated with innovations. This book explores the emerging perspectives and methodologies of STEM education and its relationship to the cultural understanding of science and technology in an international context. The authors provide a unique perspective on the subject, presenting materials and experiences from non-European industrialized as well as industrializing countries, including China, Japan, South Korea, India, Egypt, Brazil and the USA. The chapters offer a wide scope of interpretations and comparative reviews of STEM education by including narrative elements about cultural developments, considering the influence of culture and social perceptions on technological and social change, and applying innovative tools of qualitative social research. The book represents a comprehensive and multidisciplinary review of the current status and future challenges facing STEM education across the world, including issues such as globalization, interdependencies of norms and values, effects on equity and social justice as well as resilience. Overall the volume provides valuable insights for a broad and comprehensive international comparison of STEM philosophies, approaches and experiences.

The sultanate’s economy continues to enjoy the benefits of petroleum wealth, which has provided budget surpluses in most years and served as a backbone for growth. However, planning is well under way for an era in which oil will not be the main economic driver, with the twin goals of diversification and creating an increased number of private sector jobs at the top of the government’s current agenda. Indeed, in recent years, the non-OPEC oil exporter’s economy has been undergoing a steady transformation, reorienting from oil toward a more diverse set of service and industry-based economic activities. So far, progress has been promising. In 2011 oil and gas accounted for 38.8% of GDP. With the continuation of higher-than-expected energy prices in 2012, the government has increased economic investments accordingly. These investments, which include infrastructure, social programmes and small-business development, are aimed toward better preparing the country for its post-fossil fuel future.

Used as a measure of quality in the ground-breaking Effective Provision of Pre-School Education (EPPE) project, Sustained Shared Thinking is fundamental to good early years practice. It costs nothing, yet research has shown that it improves outcomes for children by supporting their holistic development. This book clearly explains what Sustained Shared Thinking is and examines the skills and expertise needed to initiate, encourage and facilitate it. The book

explores the attitudes, knowledge and understanding that a practitioner must adopt in order to start or develop successful Sustained Shared Thinking. Combining theory with practical guidance, it demonstrates how it can be achieved, covering all aspects of early years practice including the Characteristics of Effective Learning, the Prime and Specific Areas of learning development, the role of the practitioner, the environment and working with parents. Features include: boxed links to key theory and research; practical strategies highlighted in the text; consideration of children at different ages and stages of development; links throughout to the Early Years Foundation Stage. Written by a leading consultant who regularly delivers training on Sustained Shared Thinking, this will be an essential text for students on foundation degree and childhood studies courses as well as early years practitioners.

This book discusses the importance of identifying and addressing misconceptions for the successful teaching and learning of science across all levels of science education from elementary school to high school. It suggests teaching approaches based on research data to address students' common misconceptions. Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning science are also included. The science education literature extensively documents the findings of studies about students' misconceptions or alternative conceptions about various science concepts. Furthermore, some of the studies involve systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these misconceptions among high school science students. These studies, however, are largely unavailable to classroom practitioners, partly because they are usually found in various science education journals that teachers have no time to refer to or are not readily available to them. In response, this book offers an essential and easily accessible guide.

Covering all routes to early years teaching, this essential textbook provides students and practitioners with everything they need to know to deliver outstanding Early Years practice. Previously titled *Achieving Early Years Professional Status*, this new edition is completely revised to include recent research and practice guidance for those studying: - Early Years Teacher Status - Teach First Early Years - Early Years Educator - Early Years PGCE New case studies, illustrating best practice, make this text highly relevant for experienced professionals teaching and leading practice in Early Years settings and schools, and anyone interested in helping Early Years children learn and develop. Journal articles linked to each chapter are available at <https://study.sagepub.com/education>.

The European Journal of Tourism Research is an interdisciplinary scientific journal in the field of tourism, published by Varna University of Management, Bulgaria. Its aim is to provide a platform for discussion of theoretical and empirical problems in tourism. Publications from all fields, connected with tourism such as management, marketing, sociology, psychology, geography, political sciences, mathematics, statistics, anthropology, culture, information technologies and

others are invited. The journal is open to all researchers. Young researchers and authors from Central and Eastern Europe are encouraged to submit their contributions. Regular Articles in the European Journal of Tourism Research should normally be between 4 000 and 20 000 words. Major research articles of between 10 000 and 20 000 are highly welcome. Longer or shorter papers will also be considered. The journal publishes also Research Notes of 1 500 – 2 000 words. Submitted papers must combine theoretical concepts with practical applications or empirical testing. The European Journal of Tourism Research includes also the following sections: Book Reviews, announcements for Conferences and Seminars, abstracts of successfully defended Doctoral Dissertations in Tourism, case studies of Tourism Best Practices. The European Journal of Tourism Research is published in three Volumes per year. The full text of the European Journal of Tourism Research is available in the following databases: EBSCO Hospitality and Tourism CompleteCABI Leisure, Recreation and TourismProQuest Research Library Individual articles can be rented via journal's page at DeepDyve. The journal is indexed in Scopus and Thomson Reuters' Emerging Sources Citation Index. The editorial team welcomes your submissions to the European Journal of Tourism Research.

Pre-university engineering education has become the topic of increasing interest in technology education circles. It can provide content for the E in STEM (Science, Technology, Engineering and Mathematics) education, which is in the interest of technology educators at different educational levels as it builds the bridge between them and the science and mathematics educators. In this book goals for pre-university engineering education are explored as well as existing practices from a variety of countries. The coming years will show if pre-university engineering education will catch on. The trend towards STEM integrated education that today can be seen in many countries will certainly create a further need and stimulus for that to happen. Hopefully this book can contribute to such a development of both formal and informal K-12 engineering education. Not only for preparing the next generation of engineers, but also for the technological literacy of future citizens.

Mathematics is, by its very nature, an abstract discipline. However, many students learn best by thinking in terms of tangible constructs. Enhancing Mathematics Understanding through Visualization: The Role of Dynamical Software brings these conflicting viewpoints together by offering visual representations as a method of mathematics instruction. The book explores the role of technology in providing access to multiple representations of concepts, using software applications to create a rich environment in which a student's understanding of mathematical concepts can flourish. Both students and instructors of mathematics at the university level will use this book to implement various novel techniques for the delivery of mathematical concepts in their classrooms. This book is part of the Research Essential collection. The Sinitic Civilization A Factual History through the Lens of Archaeology, Bronzeware, Astronomy, Divination, Calendar and the

Annals The book covered the time span of history of the Sinitic civilization from antiquity, to the 3rd millennium B.C. to A.D. 85. A comprehensive review of history related to the Sinitic cosmological, astronomical, astrological, historical, divinatory, and geographical developments was given. All ancient Chinese calendars had been examined, with the ancient thearchs' dates examined from the perspective how they were forged or made up. The book provides the indisputable evidence regarding the fingerprint of the forger for the 3rd century A.D. book Shangshu (remotely ancient history), and close to 50 fingerprints of the forger of the contemporary version of The Bamboo Annals. Using the watershed line of Qin Emperor Shihuangdi's book burning of 213 B.C., the book rectified what was the original history before the book burning, filtered out what was forged after the book burning, sorted out the sophistry and fables that were rampant just prior to the book burning, and validated the history against the records in the oracle bones, bronzeware, and bamboo slips. The book covers 95-98% and more of the contents in the two ancient history annals of The Spring Autumn Annals and The Bamboo Annals. There are dedicated chapters devoted to interpreting Qu Yuan's poem Asking Heaven (Tian Wen), the mythical book The Legends of Mountains & Seas (Shan Hai Jing), geography book Lord Yu's Tributes (Yu Gong), and Zhou King Muwang's Travelogue (Mu-tian-zi Zhuan). The book has appendices of two calendars: the first anterior quarter remainder calendar (247 B.C.-104 B.C./247 B.C.-85 A.D.) of the Qin Empire, as well as a conversion table of the sexagenary years of the virtual Yin-li (Shang dynasty) quarter remainder calendar versus the Gregorian calendar, that covers the years 2698 B.C. to 2018 A.D. Book I stops about the midpoint of the 242 years covered in Confucius' abridged book The Spring & Autumn Annals (722-481 B.C.). Book II stops at Han Emperor Zhangdi (Liu Da, reign A.D. 76-88; actual reign Aug of A.D. 75-Feb of A.D. 88), with the A.D. 85 adoption of the Sifen-li posterior quarter remainder calendar premised on reverting to the sexagenary years of the virtual Yin-li (Shang dynasty) quarter remainder calendar, a calendar disconnected from the Jupiter's chronogram, that was purportedly invented by the Confucians on basis of Confucius' identifying the 'qi-lin' divine giraffe animal and wrapping up the masterpiece The Spring & Autumn Annals two years prior to death.

In the current era where lifelong learning is brought to the fore, higher education can no longer be regarded as an isolated trajectory within one's educational career as many students face substantial challenges in crafting their professional future. More specifically, the transition from school to higher education and continuing to the labour market are often a difficult hurdles for many students. Almost half of students do not succeed in the first year and often withdraw from education, students are faced with a variety of contexts and may choose to study in a different (international) context, and they are then confronted with structural barriers in finding a (high-quality) job, as evidenced by increasing levels of youth unemployment and underemployment. Higher Education Transitions aims to deepen our understanding of the transitions taking place when students enter, progress and leave higher education to enter the labour market. Drawing on an international team of contributors, this guide includes three conceptual and fifteen empirical studies which include a range of quantitative, qualitative, cross-sectional and longitudinal studies. Divided into three sections to reflect each important transition phase, topics include: transitions from secondary to higher education; transitions within higher education; transitions from higher education to the labour market. By considering transitions across different phases

as a broad and interrelated process, this guide will be essential reading for higher education researchers, policy stakeholders and all those interested in the transitions into higher education and the labour market.

Content and Language Integrated Learning (CLIL) is a form of education that combines language and content learning objectives, a shared concern with other models of bilingual education. While CLIL research has often addressed learning outcomes, this volume focuses on how integration can be conceptualised and investigated. Using different theoretical and methodological approaches, ranging from socioconstructivist learning theories to systemic functional linguistics, the book explores three intersecting perspectives on integration concerning curriculum and pedagogic planning, participant perceptions and classroom practices. The ensuing multidimensionality highlights that in the inherent connectedness of content and language, various institutional, pedagogical and personal aspects of integration also need to be considered.

Digital games offer enormous potential for learning and engagement in mathematics ideas and processes. This volume offers multidisciplinary perspectives—of educators, cognitive scientists, psychologists and sociologists—on how digital games influence the social activities and mathematical ideas of learners/gamers. Contributing authors identify opportunities for broadening current understandings of how mathematical ideas are fostered (and embedded) within digital game environments. In particular, the volume advocates for new and different ways of thinking about mathematics in our digital age—proposing that these mathematical ideas and numeracy practices are distinct from new literacies or multiliteracies. The authors acknowledge that the promise of digital games has not always been realised/fulfilled. There is emerging, and considerable, evidence to suggest that traditional discipline boundaries restrict opportunities for mathematical learning. Throughout the book, what constitutes mathematics learnings and pedagogy is contested. Multidisciplinary viewpoints are used to describe and understand the potential of digital games for learning mathematics and identify current tensions within the field. Mathematics learning is defined as being about problem solving; engagement in mathematical ideas and processes; and social engagement. The artefact, which is the game, shapes the ways in which the gamers engage with the social activity of gaming. In parallel, the book (as a textual artefact) will be supported by Springer's online platform—allowing for video and digital communication (including links to relevant websites) to be used as supplementary material and establish a dynamic communication space.

This book presents innovations in teaching and learning science, novel approaches to science curriculum, cultural and contextual factors in promoting science education and improving the standard and achievement of students in East Asian countries. The authors in this book discuss education reform and science curriculum changes and promotion of science and STEM education, parental roles and involvement in children's education, teacher preparation and professional development and research in science education in the context of international benchmarking tests to measure the knowledge of mathematics and science such as the Trends in Mathematics and Science Study (TIMSS) and achievement in science, mathematics and reading like Programme for International Student Assessment (PISA). Among the high achieving countries, the performance of the students in East Asian countries such as Singapore, Taiwan, Korea, Japan, Hong Kong and China (Shanghai) are notable. This book investigates the

reasons why students from East Asian countries consistently claim the top places in each and every cycle of those study. It brings together prominent science educators and researchers from East Asia to share their experience and findings, reflection and vision on emerging trends, pedagogical innovations and research-informed practices in science education in the region. It provides insights into effective educational strategies and development of science education to international readers.

This reader explores the nature of interactions between children and their teachers in the classroom. It emphasises the importance of such relationships for children's learning and for educational practice. Part 1 looks at different cultural conceptions of the teacher-learner relationship, and how this relates to schooling, cognitive development and the acquisition of knowledge. Part 2 takes a closer look at the role of language and dialogue in interactions between adults and children in classrooms. Part 3 describes research by developmental psychologists on peer interaction and collaborative learning, and discusses how it has advanced our understanding of how children learn from each other. Part 4 considers the implications of classroom-based collaborative learning initiatives and the potential for creating 'communities of enquiry' which change how we think about knowledge acquisition.

The highly-respected book of reference of sought-after Independent Schools in membership of the Independent Schools Council's Associations: HMC, GSA, The Society of Heads, IAPS, ISA and COBIS.

At a time when more and more of what people learn both in formal courses and in everyday life is mediated by technology, Learning Online provides a much-needed guide to different forms and applications of online learning. This book describes how online learning is being used in both K-12 and higher education settings as well as in learning outside of school. Particular online learning technologies, such as MOOCs (massive open online courses), multi-player games, learning analytics, and adaptive online practice environments, are described in terms of design principles, implementation, and contexts of use. Learning Online synthesizes research findings on the effectiveness of different types of online learning, but a major message of the book is that student outcomes arise from the joint influence of implementation, context, and learner characteristics interacting with technology--not from technology alone. The book describes available research about how best to implement different forms of online learning for specific kinds of students, subject areas, and contexts. Building on available evidence regarding practices that make online and blended learning more effective in different contexts, Learning Online draws implications for institutional and state policies that would promote judicious uses of online learning and effective implementation models. This in-depth research work concludes with a call for an online learning implementation research agenda, combining education institutions and research partners in a collaborative effort to generate and share evidence on effective practices.

Statistical methods book, with code on supporting website.

Pre-university Engineering Education Springer

Helps to ease the transition between school/college and university mathematics by (re)introducing readers to a range of topics that they will meet in the first year of a degree course in the mathematical sciences, refreshing their knowledge of basic techniques and focussing on areas that are often perceived as the most challenging. Each chapter starts with a "Test Yourself" section so that

readers can monitor their progress and readily identify areas where their understanding is incomplete. A range of exercises, complete with full solutions, makes the book ideal for self-study.

'Brilliant ... it will change how you think about confidence.' Johann Hari 'Important for everyone but crucial for women.' Mary Robinson 'Interesting and important.' Steven Pinker _____ Why do boys instinctively bullshit more than girls? How do economic recessions shape a generation's confidence? Can we have too much confidence and, if so, what are the consequences? Imagine we could discover something that could make us richer, healthier, longer-living, smarter, kinder, happier, more motivated and more innovative. Ridiculous, you might say... What is this elixir? Confidence. If you have it, it can empower you to reach heights you never thought possible. But if you don't, it can have a devastating effect on your future. Confidence lies at the core of what makes things happen. Exploring the science and neuroscience behind confidence that has emerged over the last decade, clinical psychologist and neuroscientist Professor Ian Robertson tells us how confidence plays out in our minds, our brains and indeed our bodies. He explains where it comes from and how it spreads - with extraordinary economic and political consequences. And why it's not necessarily something you are born with, but something that can be learned. _____ 'Rich stories and change-inspiring examples for every kind of performer.' Pippa Grange 'Appealing... ranges from neuroscience to politics.' Nature

This book explores teacher workplace learning from four different perspectives: social policy, international comparators, multi-professional stances/perspectives and socio-cultural theory. First, it considers the policy and practice context of professional learning in teacher education in England, and the rest of the UK, with particular reference to professional masters level provision. The importance of teachers' and schools' perceptions of improvement, development and learning, and the inherent tensions between individual, school and government priorities is explored. Second, the book considers models of teacher workplace learning to be found in international research and practice to explore what perspective they can bring to understanding policy and practice relating to workplace learning in the UK. Third, it draws on cross-professional analysis to get an intellectual and theoretical purchase on workplace learning by examining how insights from across the professions can provide us with useful perspectives on policy and practice. The analysis draws particularly on insights from medicine and educational psychology. Fourth, the book cross-fertilises research and practice across the field of education by drawing on insights from perspectives such as socio-cultural and activity theory and situated learning/cognition to discover what they can offer in analysing the theoretical and pedagogic underpinnings of teacher workplace learning. In short, the book offers a number of contexts for exploring how best to conceptualise and theorise learning in the workplace in order to generate evidence to inform policy and practice and facilitates the development of a more theoretically informed and robust model of workplace learning and teaching.

This book is an essential companion for all primary trainee teachers, whatever their training route. It focuses on the school-based experience and provides both practical strategies and opportunities for reflection, so trainees are challenged to critically evaluate their learning in order to improve attainment and ultimately succeed while in their school settings. The book reflects current

educational policy and embraces key national priority areas including behaviour, inclusion and the teaching of phonics and early mathematics. Other chapters look at professional partnerships, planning and assessment, employability and, crucially, how to move from good to outstanding teaching. Case studies enliven the text and present a range of perspectives for consideration, while critical questions engage the reader and promote a deeper understanding of the text. This second edition of Primary School Placements has been fully revised throughout and in particular provides an increased focus on evidence-based practice and is referenced to the latest national curriculum.

The Leading Edge of Early Childhood Education aims to support the effort to simultaneously scale up and improve the quality of early childhood education by bringing together relevant insights from emerging research to provide guidance for this critical, fledgling field. It reflects the growing recognition that early childhood experiences have a powerful effect on children's later academic achievement and long-term life outcomes. Editors Nonie K. Lesaux and Stephanie M. Jones bring together an impressive array of scholarly contributors. Topics include: · creating learning environments that support children's cognitive and emotional development; · identifying and addressing early risk factors; · using data to guide educators' practice; and · capitalizing on the use of technology. Recent years have seen a surge of local, state, and national initiatives aimed at expanding and improving early childhood initiatives, particularly regarding access to preK programs. The Leading Edge of Early Childhood Education promises to be a valuable resource for those charged with enacting the next level of work in this critical area.

Despite the Australian Constitution implying school education to be a state responsibility, the Commonwealth has increasingly interfered with state school education. The Australian Government Muscling in on School Education therefore offers a historical account of this government involvement in Australian education, from federation to the present day, providing a much-needed, fully updated and relevant overview the topic. Arguing that education has become an arena for competing political forces, this book examines the powerful influence of the Commonwealth over education and the political motives behind it, exploring how politics influences aspects of the curriculum, teaching standards, assessment and reporting, funding, teacher selection and policy more broadly. Ultimately questioning whether this influence is in the interests of the members of the community who depend on education, the book holds government engagement in education to account. Taking the major epochs of federalism as an organizing framework, the book's chapters include explorations of: The efficiency dynamic and the progressive years (1919–39) Postwar imperatives and the Menzies years (1949–72) Coordinative federalism and treading softly: the Whitlam years (1972–5) and Fraser years (1975–83) Corporate federalism: the Hawke/Keating years (1983–96) Supply-side federalism and globalization: the Howard years (1996–2007) National control and the Rudd, Gillard, Abbott, Turnbull and Morrison years (2007–15) A thorough and significant examination of the historical engagement of the Australian government in education, this book is essential reading for student teachers and postgraduate students in education studies and politics.

The year's finest writing on mathematics from around the world This annual anthology brings together the year's finest mathematics writing from around the world. Featuring promising new voices alongside some of the foremost names in the field, The Best Writing on Mathematics

2014 makes available to a wide audience many articles not easily found anywhere else—and you don't need to be a mathematician to enjoy them. These writings offer surprising insights into the nature, meaning, and practice of mathematics today. They delve into the history, philosophy, teaching, and everyday occurrences of math, and take readers behind the scenes of today's hottest mathematical debates. Here John Conway presents examples of arithmetical statements that are almost certainly true but likely unprovable; Carlo Séquin explores, compares, and illustrates distinct types of one-sided surfaces known as Klein bottles; Keith Devlin asks what makes a video game good for learning mathematics and shows why many games fall short of that goal; Jordan Ellenberg reports on a recent breakthrough in the study of prime numbers; Stephen Pollard argues that mathematical practice, thinking, and experience transcend the utilitarian value of mathematics; and much, much more. In addition to presenting the year's most memorable writings on mathematics, this must-have anthology includes an introduction by editor Mircea Pitici. This book belongs on the shelf of anyone interested in where math has taken us—and where it is headed. In this volume cultural, social and cognitive influences on the research and teaching of mathematical modelling are explored from a variety of theoretical and practical perspectives. The authors of the current volume are all members of the International Community of Teachers of Mathematical Modelling and Applications, the peak research body in this field. A distinctive feature of this volume is the high number of authors from South American countries. These authors bring quite a different perspective to modelling than has been showcased in previous books in this series, in particular from a cultural point of view. As well as recent international research, there is a strong emphasis on pedagogical issues including those associated with technology and assessment, in the teaching and learning of modelling. Applications at various levels of education are exemplified. The contributions reflect common issues shared globally and represent emergent or on-going challenges.

Dimensions and Emerging Themes in Teaching Practicum establishes a forum to identify the characteristics of good practices of teaching practicum and debates key concepts and emerging themes in the field. The book takes a closer look at practicum from various dimensions and aims to obtain a deeper understanding of how it is perceived and whether the stakeholders in the practicum triad –university based teacher educators, pre-service teachers and school-based mentor teachers – share a common view in the same context. It provides opportunities for personal and professional growth for teacher candidates and an increased familiarity with international employment settings. With contributions throughout from the USA, UK, Germany, Australia, Finland, Norway and Turkey, the book begins with a critical review of teaching practicum studies and goes on to consider such important topics as: pre-service teachers' views of developing professional practice, virtual tools for teacher training, internationalization and creativity in teacher education programs. The book clarifies these key issues from the lens of research and practice by taking a closer look at practicum from various angles including new trends and practices as a response to changing needs in teacher education. Dimensions and Emerging Themes in Teaching Practicum will be of great interest to researchers and students in the teacher education field and will also appeal to teacher educators, policy makers in education and pre-service teachers.

Online education has become a major component of higher education worldwide. In mathematics and statistics courses, there exists a number of challenges that are unique to the teaching and learning of mathematics and statistics in an online environment. These challenges are deeply connected to already existing difficulties related to math anxiety, conceptual understanding of mathematical ideas, communicating mathematically, and the appropriate use of technology. Teaching and Learning Mathematics Online bridges these issues by presenting meaningful and practical solutions for teaching mathematics and statistics online. It focuses on the problems observed by mathematics

instructors currently working in the field who strive to hone their craft and share best practices with our professional community. The book provides a set of standard practices, improving the quality of online teaching and the learning of mathematics. Instructors will benefit from learning new techniques and approaches to delivering content. Features Based on the experiences of working educators in the field Assimilates the latest technology developments for interactive distance education Focuses on mathematical education for developing early mathematics courses

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