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The twelfth edition of the EFA Global Monitoring Report marking the 2015 deadline for the six goals set at the World Education Forum in Dakar, Senegal, in 2000 provides a considered and comprehensive accounting of global progress. As the international community prepares for a new development and education agenda, this report takes stock of past achievements and reflects on future challenges. There are many signs of notable advances. The pace towards universal primary education has quickened, gender disparity has been reduced in many countries and governments are increasing their focus on making sure children receive an education of good quality. However, despite these efforts, the world failed to meet its

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overall commitment to Education for All. Millions of children and adolescents are still out of school, and it is the poorest and most disadvantaged who bear the brunt of this failure to reach the EFA targets.

Under pressure and support from the federal government, states have increasingly turned to indicators based on student test scores to evaluate teachers and schools, as well as students themselves. The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests, such as in mathematics or English/language arts with a focus on grades 4-8. Teachers in these subject areas, however, constitute less than thirty percent of

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the teacher workforce in a district. Comparatively little has been written about the measurement of achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas, with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests, as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development, psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective. The NCME Applications of Educational

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Measurement and Assessment series includes edited volumes designed to inform research-based applications of educational measurement and assessment. Edited by leading experts, these books are comprehensive and practical resources on the latest developments in the field. The NCME series editorial board is comprised of Michael J. Kolen, Chair; Robert L. Brennan; Wayne Camara; Edward H. Haertel; Suzanne Lane; and Rebecca Zwick.

Higher education in post-apartheid South Africa was always likely to attract academic interest, and yet there remains a dearth of research on creating teaching and learning spaces suitable for students from diverse



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backgrounds. Using examples from higher education institutions across the Southern African Developing Community (SADC) region, this volume explores the ways teaching and learning spaces are being used to advance the transformation agenda of higher education in these regions, and provides concrete recommendations for the future. The book is sure to appeal to academics from a variety of disciplines - from African, African American and ethnic studies to education and sociology. It will be of particular interest to teacher trainers, administrators and policy-makers working in higher education, and anyone else with a stake in managing cultural diversity in education.

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Next Generation Science Standards identifies the science all K-12 students should know. These new standards are based on the National Research Council's A Framework for K-12 Science Education. The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve have partnered to create standards through a collaborative state-led process. The standards are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The print version of Next Generation Science Standards complements the [nextgenscience.org](http://nextgenscience.org) website and: Provides an

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authoritative offline reference to the standards when creating lesson plans Arranged by grade level and by core discipline, making information quick and easy to find Printed in full color with a lay-flat spiral binding Allows for bookmarking, highlighting, and annotating

This book gathers interdisciplinary reflections from researchers, educators, and other experts on the subject of biodiversity closer to education and learning. The book also highlights its role as an added value to strategic principles for healthy ecosystems and sustainable human development. It promotes critical thinking and foster practices and attitudes for Education for Sustainable Development reconciling

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education with principles of human behaviour and nature. Readers especially find this book a timely resource in light of the Strategic Plan for Biodiversity 2011 – 2020, the Aichi Targets, and the new EU biodiversity strategy “ Our life insurance, our natural capital: an EU biodiversity strategy to 2020 ” . Along with the challenge of ecosystems and public health, biodiversity conservation is essential for humanity ’ s continued security and sustainability, as it touches on all aspects of people ’ s lives.

This book disseminates original research on learning in and from practice in pre-service teacher education. Authors such as Lederman and Lederman describe the

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student teaching practicum (or work-integrated learning [WIL]), which is an essential component of pre-service teacher education, as the 'elephant in the room'. These authors note that 'the capstone experience in any teacher education programme is the student teaching practicum... [a]fter all, this is where the rubber hits the road'. However, many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher. This is the 'gap' that this research book addresses. Most of the chapters in the book report empirical data, with the exception of two chapters that can be categorized as systematic reviews. WIL is

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addressed from various angles in the chapters. Chapter 6 focuses on research related to what makes Finnish teacher education so effective, and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school (based on Finnish insights) in Johannesburg. Chapter 3 highlights the challenges faced in open-and distance learning teacher education contexts. Several of the chapters disseminate research findings on alternative interventions to classic WIL, namely, where “ safe spaces ” or laboratories are created for student teachers to learn and grow professionally. These could either be simulations, such as software programmes and avatars in the intervention described in Chapter 2;

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student excursions, as the findings in chapters 5, 7 and 10 portray; or alternative approaches to WIL (e.g. Chapters 11 and 12). The book is devoted to scholarship in the field of pre-service teacher education. The target audience is scholars working in the fields of pre-service teacher education, work-integrated learning, and self-directed learning. The book makes a unique contribution in terms of firstly its extensive use of Cultural-Historical Activity Theory as a research lens, and secondly in drawing on various theoretical frameworks. Both quantitative and qualitative research informed the findings of the book.

This proceeding is indeed the result of remarkable

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cooperation of many distinguished experts, who came together to contribute their research work and comprehensive, in-depth and up to date review articles. We are thankful to all the contributing authors and co-authors for their valued contribution to this book. We would also like to express our gratitude to all the publishers and authors and others for granting us the copyright permissions to use their illustrations. 2013 International Conference on Biological, Medical and Chemical Engineering (BMCE2013) which will be held on December 1-2, 2013, Hong Kong, aims to provide a forum for accessing to the most up-to-date and authoritative knowledge from both Biological, Medical and Chemical Engineering. The dynamic Hong Kong,



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officially the Hong Kong Special Administrative Region of the People's Republic of China, is a largely self-governing territory of the People's Republic of China (PRC), facing the Guangdong Province in the north and the South China Sea to the east, west and south. Under the "one country, two systems" policy, Hong Kong enjoys considerable autonomy in all areas with the exception of foreign affairs and defense (which are the responsibility of the PRC Government). As part of this arrangement, Hong Kong continues to maintain its own currency, separate legal, political systems and other aspects that concern its way of life, many of which are distinct from those of mainland China. In relation with the title of this proceeding, Biological and Medical

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Engineering, Developmental biology, Environmental Biology, Evolutionary Biology, Marine Biology, Chemistry and Chemical Engineering Fundamentals, Chemical engineering educational challenges and development, Chemical reaction engineering, Chemical engineering equipment design and process design, Thermodynamics, Catalysis & reaction engineering, Advances in computational & numerical methods, Systems biology, Integration of Life Sciences & Engineering, Multi-scale and Multi-disciplinary Approaches, Controlled release of the active ingredient, Energy & nuclear sciences, Energy and environment, CFD & chemical engineering, Food engineering etc, has been targeted and included in this proceeding. The

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proceeding is the results of the contribution of a number of experts from the international scientific community in the respective field of research.

This open access volume presents a comprehensive account of all aspects of biological invasions in South Africa, where research has been conducted over more than three decades, and where bold initiatives have been implemented in attempts to control invasions and to reduce their ecological, economic and social effects. It covers a broad range of themes, including history, policy development and implementation, the status of invasions of animals and plants in terrestrial, marine and freshwater environments, the development of a

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robust ecological theory around biological invasions, the effectiveness of management interventions, and scenarios for the future. The South African situation stands out because of the remarkable diversity of the country, and the wide range of problems encountered in its varied ecosystems, which has resulted in a disproportionate investment into both research and management. The South African experience holds many lessons for other parts of the world, and this book should be of immense value to researchers, students, managers, and policy-makers who deal with biological invasions and ecosystem management and conservation in most other regions.

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This book considers the scope and dynamics of Education for Sustainable Development (ESD) and learning in schools in Africa. It explores the conditions and processes that support such learning, and examines how ESD in schooling can improve the quality and relevance of education. The quality of education has been defined internationally as a key concern for educational institutions around the world, including schools in Africa. The models of quality are often limited to performance-based approaches and/or inclusive approaches. The contributions in this book show that there is more to a discussion on educational quality in Africa than performance success and/or inclusion. The chapters explain how ESD brings a new

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relevance to education in Africa, and at the same time, sounds the beginning of a new concept of quality education. The volume presents a collection of experiences in creating and supporting quality learning processes through a variety of ESD practices.

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