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Researching IT in Education Anne McDougall 2010-01-21 Identifying valuable approaches for future work in the sub-discipline of IT in education, this book addresses the wide criticisms that have been levelled at research in this area.

South African Schooling: The Enigma of Inequality Nic Spaull 2019-11-05 This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling: from financing and policy reform to in-depth discussions of literacy, numeracy, teacher development and curriculum change. The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with: Are there different and preferential equilibria we have not yet thought of or explored, and if so what are they? In practical terms, how does one get to a more equitable distribution of teachers, resources and learning outcomes? While decidedly local, these questions resonate throughout the developing world. South Africa today is the most unequal country in the world. The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth. This is the largest 90-10 gap in the world, and one that is reflected in the schooling system. Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard-work and determination, but instead by the colour of their skin, the province of their birth, and the wealth of their parents. Looking back on almost three decades of democracy in South Africa, it is this stubbornness of inequality and its patterns of persistence that demands explanation, justification and analysis. "This is a landmark book on basic education in South Africa, an essential volume for those interested in learning outcomes and their inequality in South Africa. The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race, class, and place. The book brings together the wealth of decades of research output from top quality researchers to explore what has improved, what has not, and why." Prof Lant Pritchett, Harvard University

"There is much wisdom in this collection from many of the best education analysts in South Africa. No surprise that they conclude that without a large and sustained expansion in well-trained teachers, early childhood education, and adequate school resources, South Africa will continue to sacrifice its people's future to maintaining the privileges of the few." Prof Martin Carnoy, Stanford University

"Altogether, one can derive from this very valuable volume, if not an exact blueprint for the future, then certainly at least a crucial and evidence-based itinerary for the next few steps." Dr Luis Crouch, RTI

Digest of Technical Papers 1999

ICT Education Janet Liebenberg 2017-11-17 This book constitutes the refereed proceedings of the 46th Annual Conference of the Southern African Computer Lecturers' Association on ICT Education, SACLA 2017, held in Magaliesburg, South Africa, in July 2017. The 22 revised full papers presented together with an extended abstract of a keynote paper were carefully reviewed and selected from 63 submissions. The papers are organized in topical sections on ICT students of a new generation; technology and gaming in nowadays education; educational cooperation with the ICT industry; computer programming education; ICT courses and curricula.

Banking's Final Exam Morris Goldstein 2017-05-30 Spurred by the success of the first stress test of US banks toward the end of the global economic crisis in 2009, stress testing of large financial institutions has become the cornerstone of banking supervision worldwide. The aim of the tests is to determine which banks are adequately capitalized under severe economic shocks and to order corrective measures for those that are vulnerable. In Banking's Final Exam, one of the world's leading experts on banking regulation concludes that the tests administered on both sides of the Atlantic suffer from fundamental weaknesses, leading to a false sense of reassurance about the safety and soundness of the banking system. Some weaknesses can be corrected within the existing bank-capital regime, but others will require bold reforms—including higher minimum capital requirements for the largest and most systemically-important banks. The banking industry is likely to resist these reforms, but this book explains why their objections do not hold water.

Handbook of Test Security James A. Wollack 2013-09-02 High stakes tests are the gatekeepers to many educational and professional goals. As such, the incentive to cheat is high. This Handbook is the first to offer insights from experts within the testing community, psychometricians, and policymakers to identify and develop best practice guidelines for the design of test security systems for a variety of testing genres. Until now this information was scattered and often resided inside testing companies. As a result, rather than being able to learn from each other's experiences, each testing entity was left to re-create their own test security wheel. As a whole the book provides invaluable insight into the prevalence of cheating and "best practices" for designing security plans, training personnel, and detecting and investigating misconduct, to help develop more secure testing systems and reduce the likelihood of future security breaches. Actual case studies from a variety of settings bring to life how security systems really work. Examples from both domestic and international programs are provided. Highlights of coverage include:

- Best practices for designing secure tests
- Analysis of security vulnerabilities for all genres of testing
- Practical cheating prevention and detection strategies
- Lessons learned in actual security violations in high profile testing programs.

Part I focuses on how tests are delivered for paper-and-pencil, technology-based, and classroom testing and writing assessment. Each chapter addresses the prevalence of the problem and threats to security, prevention, and detection. Part II addresses issues essential to maintaining a secure testing program such as planning and monitoring, physical security, the detection of group-based cheating, investigating misconduct, and communicating about security-related issues. Part III examines actual examples of cheating-- how the cheating was done, how it was detected, and the lessons learned. Part III provides insight into security issues within each of the Association of Test Publishers' four divisions: certification/licensure, clinical, educational, and industrial/organizational testing. Part III's conclusion revisits the issues addressed in the case studies and identifies common themes. Intended for organizations, professionals, educators, policy makers, researchers, and advanced students that design, develop, or use high stakes tests, this book is also ideal for graduate level courses on test development, educational measurement, or educational policy.

Parallel Computational Fluid Dynamics 2001, Practice and Theory P. Wilders 2002-04-17 ParCFD 2001, the thirteenth international conference on Parallel Computational Fluid Dynamics took place in Egmond aan Zee, the Netherlands, from May 21-23, 2001. The specialized, high-level ParCFD conferences are organized

yearly on traveling locations all over the world. A strong back-up is given by the central organization located in the USA <http://www.parcfd.org>. These proceedings of ParCFD 2001 represent 70% of the oral lectures presented at the meeting. All published papers were subjected to a refereeing process, which resulted in a uniformly high quality. The papers cover not only the traditional areas of the ParCFD conferences, e.g. numerical schemes and algorithms, tools and environments, interdisciplinary topics, industrial applications, but, following local interests, also environmental and medical issues. These proceedings present an up-to-date overview of the state of the art in parallel computational fluid dynamics.

Your Guide to the CFP Certification Exam Matthew Brandeburg 2019-03-29 Your Guide to the CFP Certification Exam provides the essential tools you need to pass the demanding six-hour exam. CFP instructor Matthew Brandeburg helps you diagnose your problem areas and develop an action plan, so you can stay organized and face the exam with confidence. Whether you're challenging the exam for the first time or trying again after an unsuccessful attempt, you'll learn the critical skills needed to pass, and no detail will be left untouched. This Study Guide Includes:

- What to expect on the CFP Certification Exam
- Unit summaries
- 225 question practice exam
- Sample case with analysis

Inside This Study Guide You Will Learn:

- How to track your progress using proven benchmarks
- How many hours you need to study
- How to identify problem areas using the diagnostic practice exam
- How to complete the cases with more accuracy and less frustration
- What you need to memorize within twenty-four hours of the exam

Trivializing Teacher Education Dale D. Johnson 2005-07-21 This book is a critical examination of the practices, processes, and tactics of the National Council for Accreditation of Teacher Education (NCATE), the largest accreditor of teacher education programs in the country. Those who have concerns about how well teachers are prepared in our country need to become aware of this influential organization and its stranglehold on teacher preparation.

OECD Reviews of Evaluation and Assessment in Education: Norway 2011 Nusche Deborah 2011-10-31 This book provides, for Norway, an independent analysis from an international perspective of major issues facing the evaluation and assessment framework in education along with current policy initiatives and possible future approaches.

Chinese Science Education in the 21st Century: Policy, Practice, and Research Ling L. Liang 2016-08-16 This book provides an overview of science education policies, research and practices in mainland China, with specific examples of the most recent developments in these areas. It presents an insiders' report on the status of Chinese science education written primarily by native speakers with first-hand experiences inside the country. In addition, the book features multiple sectional commentaries by experts in the field that further connect these stories to the existing science education literature outside of China. This book informs the international community about the current status of Chinese science education reforms. It helps readers understand one of the largest science education systems in the world, which includes, according to the Programme for International Student Assessment, the best-performing economy in the world in science, math and reading: Shanghai, China. Readers gain insight into how science education in the rest of China compares to that in Shanghai; the ways Chinese science educators, teachers and students achieve what has been accomplished; what Chinese students and teachers actually do inside their classrooms; what educational policies have been helpful in promoting student learning; what lessons can be shared within the international science education community; and much more. This book appeals to science education researchers, comparative education researchers, science educators, graduate students, state science education leaders and officers in the international communities. It also helps Chinese students and faculty of science education discover effective ways to share their science education stories with the rest of the world.

ICTES 2018 Robbi Rahim 2019-03-13 The technical program of The First ICTES 2018 consisted of 114 full papers. Aside from the high-quality technical paper presentations we also held workshop and clinic manuscript that was carried out before the main track aims to strengthen the ability to write scientific publications. Coordination with the steering chairs, Dr. Kadek Suranata, S.Pd, M.Pd.,Kons., and the members of organizing committee is essential for the success of the conference. We sincerely appreciate all the Advisory Boards for the constant support and guidance. It was also a great pleasure to work with such an excellent organizing committee team for their hard work in organizing and supporting the conference. In particular, the Scientific Committee, led by Cand(Dr) Robbi Rahim, M.Kom have completed the peer-review process of technical papers and made a high-quality technical program. We are also grateful to Students Conference chairs were leading by Ida Ayu Made Diah Paramiswari for their support and all the authors who submitted their papers to the First ICTES 2018. We strongly believe that ICTES conference provides a good forum for all academicians, researchers, and practitioners to discuss all Educational science and technology aspects that are relevant to issues and challenge for sustainability in the 4th industrial revolution. We also expect that the future ICTES conference will be as successful and stimulating, as indicated by the contributions presented in this volume

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Routledge Library Editions: Education Management Various 2021-07-29 Reissuing works originally published between 1975 and 1997, this collection includes books covering all aspect of managing schools, from primary to further education. With an international selection of authors, some volumes present case studies while others address wider areas of concern in the management of educational institutions. Individual volumes concern special schools and specific types such as the grant-maintained system in the UK. Topics cross over from finance to staff development to politics and governance to innovation. This is an excellent varied set for any education management bookshelf.

Exemplars of Assessment in Higher Education Jane Marie Souza 2021-06-09 Co-published with 

src="https://styluspub.presswarehouse.com/uploads/945e3a6c54be93d0016066ab9d6c4516ceb501ac.jpg" "While assessment may feel to constituents like an activity of accountability simply for accreditors, it is most appropriate to approach assessment as an activity of accountability for students. Assessment results that improve institutional effectiveness, heighten student learning, and better align resources serve to make institutions stronger for the benefit of their students, and those results also serve the institution or program well during the holistic evaluation required through accreditation." – from the foreword by Heather Perfetti, President of the Middle States Commission on Higher Education Colleges and universities struggle to understand precisely what is being asked for by accreditors, and this book answers that question by sharing examples of success reported by schools specifically recommended by accreditors. This compendium gathers examples of assessment practice in twenty-four higher education institutions: twenty-three in the U.S. and one in Australia. All institutions represented in this book were suggested by their accreditor as having an effective assessment approach in one or more of the following assessment focused areas: assessment in the disciplines, co-curricular, course/program/institutional assessment, equity and inclusion, general education, online learning, program review, scholarship of teaching and learning, student learning, or technology. These examples recommended by accrediting agencies makes this a unique contribution to the assessment literature. The book is organized in four parts. Part One is focused on student learning and assessment and includes ten chapters. The primary focus for Part Two is student learning assessment from a disciplinary perspective and includes four chapters. Part Three has a faculty engagement and assessment focus, and Part Four includes four chapters on institutional effectiveness and assessment, with a focus on strategic planning. This book is a publication of the Association for the Assessment of Learning in Higher Education (AALHE), an organization of practitioners interested in using effective assessment practice to document and improve student learning.

GATE 12 Year-wise Solved Paper (2010 to 2021) (Set of 2 Books) Engineering Mathematics & General Aptitude Oswaal Editorial Board 2021-12-24 12 Years Solved Papers 2010-2021 (Year-wise) with detailed explanations 2 Sample Question Papers – Smart Answer key with detailed explanations. Blended Learning (Print and online support) Tips & Tricks to crack the Exam in first attempt GATE Qualifying Cut-offs and Highest Marks of 2021 and 2020- Steam-wise GATE General Aptitude 2021 to 2017 – Trend Analysis GATE Score Calculation Mind Maps and Mnemonics
National Business Education Association Yearbook 2007
Resources in Education 1998

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Assessing Academic Literacy in a Multilingual Society Albert Weideman 2020-11-02 South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.
The Nurse Educator's Guide to Assessing Learning Outcomes Mary E. McDonald 2013-02-01 The Nurse Educator's Guide to Assessing Learning Outcomes, Third Edition is a widely-used resource for both faculty and nursing education students that covers the assessment of critical thinking, the development of learning objectives, and the creation of tests, including detailed tips for writing many kinds of individual test items. The book also covers the analysis of test reliability. Examples of effective and ineffective test items are included throughout to help faculty and nurse educators deepen their understanding of how to create effective tests and assess student learning. This new edition addresses the increased pressure that NCLEX and other certification exams are placing on nursing students and faculty, and reflects the most recent updates to the NCLEX Detailed Test Plan. Each chapter has been updated with timely information and examples.

Reauthorization of the National Assessment of Educational Progress and National Assessment Governing Board United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth, and Families 1998 A hearing was held on the re-authorization of the National Assessment of Educational Progress (NAEP) and the National Assessment Governing Board (NAGB). Mary R. Blanton, Vice Chair of the NAGB, spoke about its mission and plans for design changes under the re-authorization. She also outlined the role of the NAGB in overseeing the voluntary national test and discussed state-based competency measures. Michael F. Ward, North Carolina Superintendent of Schools, represented the Council of Chief State School Officers as he spoke on the importance of the NAEP and the NAGB. As a representative of commercial test publishers, Larry Snowwhite of Riverside addressed several key issues regarding the re-authorization of the NAEP. Martha Schwartz, representative of a grass-roots organization focusing on mathematics education, urged the inclusion of content-based learning standards with a reliable test to match the standards. Christopher Klicka, Executive Director of the Home School Legal Defense Association, expressed concerns that expansion of the roles of the NAEP and NAGB would lead to increased nationalization of education standards and testing. Ambrosio E. Rodriguez, of the Mexican American Legal Defense and Educational Fund, also testified about the importance of high standards. Nine appendixes contain the written statements of these witnesses and remarks from two congressmen. (SLD)

Narrative Psychology and Vygotsky in Dialogue Jill Bradbury 2019-09-06 This book draws together two domains of psychological theory, Vygotsky's cultural-historical theory of cognition and narrative theories of identity, to offer a way of rethinking the human subject as embodied, relational and temporal. A dialogue between these two ostensibly disparate and contested theoretical trajectories provides a new vantage point from which to explore questions of personal and political change. In a world of deepening inequalities and increasing economic precarity, the demand for free, decolonised quality education as articulated by the South African Student Movement and in many other contexts around the world, is disrupting established institutional practices and reinvigorating possibilities for change. This context provokes new lines of hopeful thought and critical reflection on (dis)continuities across historical time, theories of (social and psychological) developmental processes and the practices of intergenerational

life, particularly in the domain of education, for the making of emancipatory futures. This is essential reading for academics and students interested in Vygotskian and narrative theory and critical psychology, as well as those interested in the politics and praxis of higher education.

A New Dawn Deon Vos 2020-12-31 BRICS is a significant player in the international arena. Thus, it is important for South Africa as a member of BRICS to explore the implications of the external and internal influences of BRICS. This includes comprehensive understanding of the international and national involvement of BRICS in education provision and introducing discovered influences in South African educational planning. The size of BRICS as international player, in different areas and on different levels, necessitates the research of its functioning and in this case the role of BRICS regarding education provisioning. Therefore, this research and analysis of the contribution of BRICS in education provision are an important addition to the field of effective Education. Through the preliminary literature reviews, we noticed that current studies often are quantitative in nature and lack comparative qualitative exploration about education development in BRICS countries. For this reason, the book titled BRICS Education: A new dawn, will contribute to the flourishing of quality education in South Africa and all BRICS nations. The book will also aim to encourage researchers to join efforts with other researchers of the five member states in order to learn from each other and to address common challenges. To that end, this research will generate scientific knowledge meant to maximize the readers, understanding of the current realities of the education aims at the national (each member state) and collective (BRICS organization) level. The authors of the book are interested in comparing the educational aims across the BRICS countries and explore how successfully these aims are being implemented on-the-ground. Through the discovering of similarities and differences in the educational aims of the five member states and the educational objectives of the BRICS-organization the readers of the book will be able to identify best practices that will allow member states to fulfill the education aims of the BRICS organization at large.

Progress Plain and Simple Michael Harpham 2020-03-11 What is progress in learning? How do we see progress being made in a lesson? This book offers a fresh perspective on teaching, learning and progress in the classroom. Written by an experienced teacher and school leader, Michael Harpham, it explores the different ways in which progress can be made in the classroom and how it can be more effectively delivered, identified, evidenced, measured and assessed. The book provides an overview of progress in schools for both teachers and school leaders, including what is meant by progress and what it looks like in lessons, as well as its implications on assessment, leadership, and internal and external school evaluation. It offers over thirty situation-driven strategies and activities to help develop and deliver progress in and beyond the classroom, focussing on five measures: Skills Knowledge Accuracy Resilience Independent learning Full of tips to help improve progress in schools, this is essential reading for all teachers, school leaders and parents.

Extended Curriculum Programmes Tennyson Mgutshini 2022-04-30 The introduction of ECPs in South African Universities is seen by many as South Africa's key strategy for addressing the problem of poor patterns of student success and has its basis on the uncontested acceptance that an extended study duration may be necessary to bring some categories of learners to a level of parity with the readiness expectations of their course of study. Even so, this transformative strategic imperative has been plagued by a range of challenges that include poor systems readiness; poor selection mechanisms in the identification of ECP students; poor numeracy and literacy amongst students, and indifferent teacher involvement in ECPs. This volume offers a rare insight into many of the above-recognised challenges and in so doing provides critical matter for thought for educators within the higher education sector.

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Financial Mail 2005-08

Get Qualified: Inspection and Testing Kevin Smith 2017-08-09 The Get Qualified series provides clear and concise guidance for people looking to work within the electrical industry. This book outlines why the inspection and testing of electrical installations is important, and what qualifications are required in order to test, inspect and certify. All you need to know about the subject of inspection is covered in detail, making this book the ideal guide for those who are new to the subject and experienced professionals alike. There are also sections on exam preparation, revision exercises and sample questions.

Post-admission Language Assessment of University Students John Read 2016-08-10 English-medium universities around the world face real challenges in ensuring that incoming students have the language and literacy skills they need to cope with the demands of their degree programmes. One response has been a variety of institutional initiatives to assess students after admission, in order to identify those with significant needs and advise them on how to enhance their academic language ability. This volume brings together papers from Australia, Canada, Hong Kong, New Zealand, Oman, South Africa and the United States, written by language assessment specialists who discuss issues in the design and implementation of these post-admission assessments in their own institutions. A major theme running through the book is the need to evaluate the validity of such assessments not just on their technical quality but on their impact, in terms of giving students access to effective means of developing their language skills and ultimately enhancing their academic achievement.

Transformation of Higher Education Institutions in Post-Apartheid South Africa Chaunda L. Scott 2019-02-21 This book outlines successful transformation strategies and efforts that have been developed to assist the South African higher education system in moving beyond its post-apartheid state of being. Through case studies authored by South African higher education scholars and scholars affiliated with South African institutions, this book aims to highlight the status of transformation in the South African higher education system; demonstrate the variety of transformation initiatives used in academic institutions across South Africa; and offer recommendations to further advance this transformation. Written for scholars and advanced students of higher education in international settings, this volume aims to support quality research that benefits the demographic composition of South African academics and students, and offers lessons that can inform higher education transformation in similarly multicultural societies.

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The Australian Mathematics Teacher 2001

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