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Research for Educational Change presents ways in which educational research can fulfil its commitments to educational practice. Focussing its discussion within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the first part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms. Combining two discourses – that of researchers speaking to one another, and that of researchers communicating their insights to those responsible for educational practice – the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education, educational research and classroom

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practices. This book will be key reading for postgraduates, researchers and academics in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

As high school math teachers shift to the Common Core State Standards, the question remains: What do the standards actually look like in the classroom? This book answers that question by taking you inside of real Common Core classrooms across the country. You'll see how exemplary teachers are meeting the new requirements and engaging students in math. Through these detailed examples of effective instruction, you will uncover how to bring the standards to life in your own classroom! Special Features: A clear explanation of the big shifts happening in the classroom as a result of the Common Core State Standards Real examples of how exemplary teachers are using engaging strategies and tasks to teach algebra, geometry, trigonometry, statistics, mathematics across the curriculum, and more A detailed analysis of each example to help you understand why it is effective and how you can try it with your own students Practical, ready-to-use tools you can take back to your classroom, including unit plans and classroom handouts

Executive function is an umbrella term for various cognitive processes that are central to goal-directed behavior, thoughts, and emotions. These processes are especially important in novel or demanding situations, which require a rapid and flexible adjustment of behavior to the changing demands of the environment. The development of executive function relies on the maturation of associated brain regions

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as well as on stimulation in the child's social contexts, especially the home and school. Over the past decade, the term executive function has become a buzzword in the field of education as both researchers and educators underscore the importance of skills like goal setting, planning, and organizing in academic success. Accordingly, in initiating this Research Topic and eBook our goal was to provide a forum for state-of-the-art theoretical and empirical work on this that both facilitates communication among researchers from diverse fields and provides a theoretically sound source of information for educators. The contributors to this volume, who hail from several different countries in Europe and North America, have certainly accomplished this goal in their nuanced and cutting-edge depictions of the complex links among various executive function components and educational success.

Peterson's Private Secondary Schools 2014-15 is a valuable resource to help parents and students evaluate and choose from more than 1,100 schools in the United States, Canada, and throughout the world. Featured institutions include independent day schools, special-needs schools, and boarding schools-including junior boarding schools for middle school students. Profiles offer detailed information on areas of specialization, location/setting, affiliation, accreditation, tuition and aid availability, student body, faculty, academic programs, athletics, computers and campus technology, and admission information. Dozens of in-depth descriptions and displays offer photos of students and school campuses, as well as essential information to help parents find the right private secondary school for their child. Extra Summer Programs section offers additional details on fascinating summer opportunities at private secondary schools.

Most Americans had no idea what Common Core was in

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2013, according to polls. But it had been creeping into schools nationwide over the previous three years, and children were feeling its effects. They cried over math homework so mystifying their parents could not help them, even in elementary school. They read motley assortments of “informational text” instead of classic literature. They dreaded the high-stakes tests, in unfamiliar formats, that were increasingly controlling their classrooms. How did this latest and most sweeping “reform” of American education come in mostly under the radar? Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers, and it led to a big tangle of history and politics, intrigue and arrogance. She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K–12 classes, and how the Obama administration pressured states to adopt them. Thus a federalized education scheme took root, despite legal prohibitions against federal involvement in curriculum. Common Core and its testing regime were touted as “an absolute game-changer in public education,” yet the evidence so far suggests that kids are actually learning less under it. Why, then, was such a costly and disruptive agenda imposed on the nation’s schools? Who benefits? And how can citizens regain local self-governance in education, so their children’s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats? The Education Invasion offers answers and remedies.

The 2014 International Conference on Future Information Engineering and Manufacturing Science (FIEMS 2014) was held June 26-27 in Beijing, China. The objective of FIEMS 2014 was to provide a platform for researchers, engineers,

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academics as well as industry professionals from all over the world to present their research results and development acti

This book is inspired by Roger E. Howe's contributions to the international communities of mathematics and mathematics education. Renowned for his research contributions in the fields of representation theory, automorphic forms, harmonic analysis, and invariant theory, Dr. Howe has also fundamentally deepened our understanding of the mathematics taught in the early school grades and has challenged and stimulated mathematicians and mathematics educators to work together to examine this part of the mathematical universe more critically and in imaginative new ways. This volume will help summarize and highlight Howe's contributions to several topic areas in mathematics education, demonstrating the possibility and importance of engaging mathematicians in high-impact research in mathematics education, and showcasing the importance of cross-disciplinary collaboration and exchange.

"Time to Act," a 2009 report of the Carnegie Corporation's Council on Advancing Adolescent Literacy, concludes that U.S. students are ill-prepared for the literacy challenges of 21st century higher education, employment, and citizenship. Word Generation (WG) is a research-based vocabulary program for middle school students designed to teach words through language arts, math, science, and social studies classes. The program consists of weekly units that introduce 5 high-utility target words through brief passages designed to spark active examination and discussion of contemporary issues. WG was designed with the understanding that promoting classroom discussion can result in particular kinds

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of academic benefits, such as improved word knowledge, reasoning, and expression. This paper presents new data from the first two years of the WG evaluation focusing on: (1) basic psychometric and descriptive information (including variance decomposition), by grade level, for measures of academic language and perspective taking as well as standardized assessments of student vocabulary and reading comprehension (e.g., Word Generation Academic Vocabulary Assessment and Global Integrated Scenario-based Assessments, GISA); relationships among these measures and the standardized assessments within and across time, and by grade level; and (2) results from impact analyses focusing on WG intent-to-treat effects on (a) standardized assessments of student vocabulary and reading comprehension, and (b) new measures of academic language and perspective taking after one and then two years for the first cohort of schools, and after one year for the second cohort of schools. Twenty four schools in total were randomized within the four districts, within pairs of schools matched on several characteristics such as enrollment, socio-demographics, and standardized test scores. The program was implemented and data were collected on all students in grades 4 through 7. Data were collected for three years (2011-2014) with the final wave of data collection completed in June 2014. For this paper the authors employ data collected in the first two years of the study focusing on 4th graders in cohort 1 in year 1, following those children into 5th grade in year 2 (with two data collection points, fall and spring, in each year), and on 4th and 5th graders in cohort 2 in year 2 (again with two data collection points, fall and spring). All students in the participating grades completed the following group-administered assessments: (1) WG Academic Vocabulary; (2) Global, Integrated Student Assessments (GISA); (3) Core Academic Language Skills Instrument

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(CALIS-I); and (4) The Perspective Taking Survey (PTS). Preliminary data from the first year (cohort 1) of the WG evaluation indicate that, as expected, mean levels of the primary constructs of focus increase significantly over the course of one school year, and are significantly higher for older grades than for younger (e.g., 4th graders). In addition, the measures of academic language and perspective taking were correlated with standard assessments (e.g., with GISA, 0.5-0.6), and the intercorrelations did not vary substantially by grade.

This publication contains original research targeting scientific specialists in the field of education, through research endeavours grounded on a philosophical basis, as well as being embedded in the empirical. The research methodology of each chapter emanates from applicable philosophical assumptions in the form of an applicable theoretical and conceptual framework. The latter forms a firm basis for the application of sound empiricism. The content of this book adds to the body of scholarly knowledge in education. In his evaluation of the book, Acting Executive Dean, Faculty of Education and Training, Professor Akpovire Oduaran, made the following remarks: 'To a large extent, the ideas put together in this book have come from data generated not just from literature found in books and journals but actual interactions with educators and the learning environment. So then, what the reader is offered in this volume is the articulation of ideas that have been interrogated, structured and presented in surprisingly simplistic and yet incisive and academically enriching content that can match the standards of scholarship that is available in the Western World. Yet, what makes this book so welcome, relevant and timely, is the fact that it is built around Afrocentric theories and practices such as one may find in imported literature.'

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