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In recent years there has been increased attention paid to the importance of assessment in Geographical Education, the chosen subject for this book. Assessment is an important tool for collecting information about student learning and for providing

timely data to inform key stakeholders including students, teachers, parents and policymakers. To be effective, assessment needs to be valid, reliable and fair. Validity is about ensuring that we assess what we claim we are assessing. Reliability is about measuring performance and understanding in a consistent way. Without validity and reliability, assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do. As geography educators it is therefore important that we identify the core concepts and skills in geography that we want students to master. We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning. While there is a substantial literature on evidence-based assessment in secondary school contexts, research exploring best-practice assessment in geography is rare. This is a concern given the distinctive nature of geography and the important role of assessment in the learning process. This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography. The chapters are written by leading researchers in Geographical Education from across the globe. These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia, USA, South Korea, Germany, Switzerland and Singapore. What

unifies the work in this book, is that each chapter focuses on a key feature of the discipline of geography, providing scholarly examples of evidence-based practices for assessing student's knowledge and skills. Backed by solid research, *Writing Instruction That Works* answers the following question: What is writing instruction today and what can it be tomorrow? This up-to-date, comprehensive book identifies areas of concern for the ways that writing is being taught in today's secondary schools. The authors offer far-reaching direction for improving writing instruction that assist both student literacy and subject learning. They provide many examples of successful writing practices in each of the four core academic subjects (English, mathematics, science, and social studies/history), along with guidance for meeting the Common Core standards. The text also includes sections on Technology and the Teaching of Writing and English Language Learners. 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. This book was written by lecturers in Computers Science Education from three different universities in South Africa. It is a methodological guide to effective teaching of the school subjects IT and CAT. It is an easily understandable, practical guide aimed at student teachers in IT and CAT, but will also assist IT and CAT teachers in their strive to improve their teaching. Activities and assignments are included to assist students in the acquisition of skills and to guide facilitators in the assessment of the outcomes. "Report of the Dominion fishery commission on the fisheries of the province of Ontario, 1893", issued as vol. 26, no. 7, supplement. Brookings Papers on Economic Activity (BPEA) provides academic and business economists, government officials, and members of the financial and business communities with timely research on current economic issues. Contents: All Medicaid Expansions Are Not Created Equal: The Geography and Targeting of the Affordable Care Act Craig Garthwaite, John Graves, Tal Gross, Zeynal Karaca, Victoria Marone, and Matthew J. Notowidigdo Policies and Payoffs to Addressing America's College

Graduation Deficit Christopher Avery, Jessica Howell, Matea Pender, and Bruce Sacerdote The Optimal Inflation Target and the Natural Rate of Interest Philippe Andrade, Jordi Galí, Hervé Le Bihan, and Julien Matheron Inflation Dynamics: Dead, Dormant, or Determined Abroad? Kristen J. Forbes Macri's Macro: The Elusive Road to Stability and Growth Federico Sturzenegger Progressive Wealth Taxation Emmanuel Saez and Gabriel Zucman This volume contains a general introduction to the whole series, followed by seven chapters giving most of the quantitative information in compact form. The introduction discusses some current issues and problems in education: the economic value of education to the individual and to society, the effects of automation, the role of the school in social and emotional development, vocational training and physical development, and the relationship between education and social class. The main body of the text describes the quantitative growth of the educational system and is organized into seven topics: characteristics of the population, school enrollment, the proliferation of educational institutions, university enrolment, enrolment in other post-secondary institutions, and the financing of the system. It contains much specialized statistical material including 46 charts and 225 tables, and will be an excellent work of reference. This book provides readers with an overview of recent international research and developments in the teaching and learning of

modelling and applications from a variety of theoretical and practical perspectives. There is a strong focus on pedagogical issues for teaching and learning of modelling as well as research into teaching and practice. The teaching of applications of mathematics and mathematical modelling from the early years through primary and secondary school and at tertiary level is rising in prominence in many parts of the world commensurate with an ever-increasing usage of mathematics in business, the environment, industry and everyday life. The authors are all members of the International Community of Teachers of Mathematical Modelling and Applications and important researchers in mathematics education and mathematics. The book will be of interest to teachers, practitioners and researchers in universities, polytechnics, teacher education, curriculum and policy. This book uses an in-depth, phenomenological interview approach to explain the generational characteristics of today's Chinese university youths and the critical dispositions they believe indispensable in acquiring English as an academic language in and outside school settings. By presenting the authentic voices of the recruited participants, the book clarifies how English for academic purposes (EAP), as an emerging global phenomenon and a research-informed practice, enables and empowers them for conscious self-transformation and critical awareness development through language study. The book also explores issues arising

in the fields of general English language teaching as well as traditional and critical EAP, and discusses university English language learners' learning needs and rights. The book further promotes a dynamic and transformative University EAP pedagogy of particularity, practicality, and possibility moving from the oppression of language education to its liberation, and the increasing critical consciousness among the present and future university youths in a time of great social changes. This important book is the result of a study of school curriculum undertaken by a joint committee of the University of Toronto and the Board of Education for the City of Toronto. Three sub-committees, dealing with English, Social Science, and Physical Science, here present preliminary reports which indicate the need for perpetual study if the school curriculum is to be kept abreast of modern developments in each discipline. Committee members responsible for the reports are themselves elementary, secondary or university teachers of experience. Their recommendations, embracing all grades up to and including Thirteen, are specific, stimulating and controversial. They are unanimous only in their concern that necessary changes be made and that study of the curriculum be continuous and objective. The reports are prefaced by a discerning essay written by Northrop Frye, Principal Frye points out that "the real barriers to break down were those between the three major divisions of education, the primary, secondary and university levels, each

of which tends to become a self-enclosed system, congratulating itself on its virtues and blaming whatever deficiencies the educational process as a whole may have on the other systems." This book will be of interest to teachers at all levels, to officials, responsible for policy in our public education, to trustees, to parents, and to the increasing number of general public who care about education. The Chairmen of the three committees were: English, Mary Campbell (Parkdale Collegiate Institute); Social Science, C.B. Macpherson (Department of Political Economy, University of Toronto); Physical Science, Charlotte M. Sullivan (Department of Zoology, University of Toronto). The Editor, Northrop Frye, is Principal of Victoria College, University of Toronto.

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