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Chinese Science Education in the 21st Century: Policy, Practice, and Research 21 世纪的中国科学教育:政策、实践与研究 *Springer* **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. The John Catt Guide to International Schools 2010/11** *John Catt Educational Ltd* **Contains up-to-date information on the full range of international schools, including single-sex, co-educational, day and boarding schools, this guide will assist parents and children in choosing the right international school for them. John Catt Guide to International Schools 2011** *John Catt Educational Ltd* **This guide has been designed with the reader inmind. In the editorial section are articles written by experts in their field covering a wide variety of issues parents are likely to come across when choosing a school for their child. The dirctories contain basic information about all the schools in each country complete with contact details. Some schools provide more information on what they offer and include photographs. In the appendix is up-to-date information about international curricula and the examinations, tests and qualifications available, cobntact details for Ministries of Education worldwide and a useful list of educational acronyms and abbreviations. The Report: Kenya 2014** *Oxford Business Group* **The country has a strong private sector and received encouraging forecasts of new oil, gas and water reserves, which if harnessed appropriately bode well for future growth. While a pending international court case resulting from prior elections provoked a measure of uncertainty, the country's medium to long-term economic outlook is robust. With over 40% of the population under the age of 15, Kenya stands to benefit from a significant demographic dividend, provided that sufficient jobs can be found when this population bulge enters the workforce. The country has a reasonably sized industrial base, competitive infrastructure and a large agricultural sector, all of which offer opportunities for capital-intensive investment. Inquiry into the Singapore Science Classroom Research and Practices** *Springer* **This book offers an insight into the research and practices of science teaching and learning in the Singapore classroom, with particular attention paid to how they map on to science as inquiry. It provides a spectrum of Singapore's science educational practices through all levels of its education system, detailing both successes and shortcomings. The book features a collection of research and discourse by science educators in Singapore, organized around four themes that are essential components of approaching science as inquiry: teachers' ideas and their practices, opportunities and constraints from a systemic level, students' competencies and readiness to learn through inquiry and the need for greater awareness of the role of informal learning avenues in science education. In addition, the discourse within each theme is enriched by commentary from a leading international academic, which helps to consolidate ideas as well as position the issues within a wider theoretical and international context. Overall, the papers set out important contexts for readers to understand the current state of science education in Singapore. They also highlight strengths and gaps in practices of science as inquiry as well as provide suggestions about how the system can be improved. These research findings are therefore helpful as they provide honest and evidence-based feedback as well as tangible and doable ideas that policy makers, teachers, students and school administrators can adopt, adapt and enhance. Coastal Area Management Education in the ASEAN Region Proceedings of the Workshop on Coastal Area Management Education in the ASEAN Region, Singapore, 8-11 October 1990** *WorldFish* **Science Education Research and Practice in Asia Challenges and Opportunities** *Springer* **This book discusses the scope of science education research and practice in Asia. It is divided into five sections: the first consists of nine chapters providing overviews of science education in Asia (China, Lebanon, Macau, Malaysia, Mongolia, Oman, Singapore, Taiwan, and Thailand). The second section offers chapters on content analysis of research articles, while the third includes three chapters on assessment and**

curriculum. The fourth section includes four chapters on innovative technology in science education; and the fifth section consists of four chapters on professional development, and informal learning. Each section also has additional chapters providing specific comments on the content. This collection of works provides readers with a starting point to better understand the current state of science education in Asia. Educational content up close examining the learning dimensions of Education for Sustainable Development and Global Citizenship Education *UNESCO Publishing* **Education in Singapore People-Making and Nation-Building** *Springer Nature* **Teaching Chemistry Around the World** *Waxmann Verlag* **As teachers we often tend to expect other countries to teach chemistry in much the same way as we do, but educational systems differ widely. At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world: Teaching Chemistry around the World. 25 countries have participated in the project. The resulting country studies are presented in this book. This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries. Especially in the case of the school subject chemistry, which is very unpopular on the one hand and occupies an exceptional position on the other hand – due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving – we have to learn from each others' educational systems. Rasch Measurement Applications in Quantitative Educational Research** *Springer Nature* **This book focuses on the use of the Rasch measurement model in validation studies and in analyzing the psychometric properties of a variety of test instruments, questionnaires, and scales in international contexts. It broadly examines the development and application of Rasch modeling, providing in-depth analyses of the properties of various scales used in the fields of education, and humanities and social sciences research. The book includes exemplary works on educational research and practices that highlight recent and innovative applications, as well as theoretical and practical aspects of Rasch modeling. Readers will find it helpful to understand the latest approaches to Rasch measurement in educational research, as well as practices for future studies and quantitative research. 'This book provides a diverse set of perspectives on Rasch models from scholars across the globe. The volume is both theoretical and applied. The first section of the book provides an overview of Rasch modeling and explains the theoretical and conceptual framework underlying the Rasch model. The remainder of the book highlights multiple applications of the Rasch model within educational assessment as well as several examples of how Rasch modeling can be used for validation studies. This volume showcases the wide variety of ways in which Rasch modeling can be applied to assessment data to provide insights into students' achievement and learning and to improve instruction.'–Betsy McCoach, University of Connecticut, USA. 'A well-written collection of articles. Grouped by the theoretical and applied aspects of Rasch measurement, each chapter in this edited volume makes notable contributions to knowledge and practice. Written by leading scholars in the field, these chapters were written in a clear, succinct, and assertive manner, providing readers with up-to-date information, analyses, and debates. This book should be found in the core collection of emerging researchers and established scholars in educational measurement.'–Timothy Teo, Murdoch University, Australia. Management and Technology in Knowledge, Service, Tourism & Hospitality** *CRC Press* **Management and Technology in Knowledge, Service, Tourism and Hospitality 2013 contains papers covering a wide range of topics in the fields of knowledge and service management, web intelligence, tourism and hospitality. This overview of current state of affairs and anticipated developments will be of interest to researchers, entrepreneurs and students alike. Teacher Education in the 21st Century Singapore's Evolution and Innovation** *Springer* **This book examines the evolution and innovation of teacher education in Singapore in the 21st century. It covers teacher education reforms in the conceptualising and implementing of the Teacher Education for the 21st Century (TE21) Model and discusses curriculum improvements that are aligned to new competencies; values development that re-envision teacher professionalism and calling; pedagogical changes that emphasise self-directed inquiry and technology-enabled learning; strengthened theory–practice linkages and enhanced teaching practices through school partnerships and mentoring; and impactful education research in areas such as assessment and developing teaching competencies, practices and mentoring. Teacher education in Singapore focuses on developing professional leaders in the field of education who are proactive problem-solvers and empowered researchers. It entails a long-term vision of education and an innovative approach to develop teachers with design skills and an inquiring mindset to understand learners in the fast-changing digital and mobile world. This book is aimed at scholars, researchers, policymakers, teacher educators and teachers as well as anyone interested in learning the philosophy behind Singapore's unique TE21 Model for the 21st century and beyond. Implementing Deeper Learning and 21st Century Education Reforms Building an Education Renaissance After a Global Pandemic** *Springer Nature* **This open access book is a comparative analysis of recent large scale education reforms that broadened curriculum goals to better prepare students for the 21st century. The book examines what governments actually do when they broaden curriculum goals, with attention to the details of implementation. To this end, the book examines system level reforms in six countries at various levels of development. The study includes system level reforms in jurisdictions where students achieve high levels in international assessments of basic literacies, such as Singapore and Ontario, Canada, as well as in nations where students achieve much lower levels, such as Kenya, Mexico, Punjab-Pakistan and Zimbabwe. The chapters examine system-level reforms that focus on strengthening the capacity to teach the basics, as in Ontario and Pakistan, as well as reforms that aim at building the capacity to teach a much broader set of competencies and skills, such as Kenya, Mexico, Singapore and Zimbabwe. The volume includes systems at very different levels of spending per student and reforms at various points in the cycle of policy implementation, some just starting, some struggling to survive a governmental transition, and others that have been in place for an extended period of time. From the comparative study of these reforms, we aim to provide an understanding of how to build the capacity of education systems to teach 21st century skills at scale in diverse settings. Never Again Educational Reconstruction in Rwanda Cross-National Information and Communication Technology Policies and Practices in Education (Revised Second Edition)** *IAP* **This compendium of papers documents**

educational ICT policies and practices in 37 countries, making it a valuable resource for understanding and comparing ICT-related national policy developments in education. We believe that this work offers a unique in-depth examination of the trends within major education systems and how they have adapted to and taken advantage of the challenges and opportunities posed by the new information and communication technologies. A special feature of this edition is that it allows for interesting comparative analyses of sub-groups of countries, as many Asian, European Union, and former eastern-European countries, as well as the United States and Canada (among others), are included in the book. But it allows also for other than regional comparisons given that a number of newly industrialized countries (such as Brazil, Chile, Malaysia, and South Africa) are represented in this book, together with many OECD countries. This book is the result of the effort and hard work of the contributing authors, many of whom are the NRCs for IEA SITES in their respective countries. Special thanks must go to the Norwegian Royal Ministry of Education and Research and the Netherlands Kennisnet ICT OP School Foundation, both of which provided generous support for the preparation and dissemination of the book, to the Center for Information Technology in Education (CITE) of the University of Hong Kong, which assisted in the technical preparation of the manuscript, and to the IEA Secretariat, which facilitated the copyediting of the chapters. We want to acknowledge especially the professional contribution of Paula Wagemaker, who has copyedited the entire volume. This copyediting work is especially critical and challenging, as many of the chapters were written by authors for whom English is a foreign language. We also want to express our appreciation to David Robitaille, chair of the IEA Publications and Editorial Committee, and his committee for the critical and constructive review of the manuscript. Encyclopedia of Teacher Education *Springer Nature* This encyclopaedia is a dynamic and living reference that student teachers, teacher educators, researchers and professionals in the field of education with an accent on all aspects of teacher education, including: teaching practice; initial teacher education; teacher induction; teacher development; professional learning; teacher education policies; quality assurance; professional knowledge, standards and organisations; teacher ethics; and research on teacher education, among other issues. The Encyclopedia is an authoritative work by a collective of leading world scholars representing different cultures and traditions, the global policy convergence and counter-practices relating to the teacher education profession. The accent will be equally on teaching practice and practitioner knowledge, skills and understanding as well as current research, models and approaches to teacher education. Education for All 2000-2015: Achievements and challenges EFA Global Monitoring Report *UNESCO Publishing* 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 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. Catalog of Copyright Entries Third series Issues in Teaching and Learning of Education for Sustainability Theory into Practice *Routledge* In a fast-changing, globalising world, the teaching and implementation of a curriculum for Education for Sustainability (EfS) has been a challenge for many teachers. Issues in Teaching and Learning of Education for Sustainability highlights the issues and challenges educators and academics face in implementing EfS and gives examples of what an EfS curriculum may look like and how some institutions translate the theory into practice. Organised into three parts, the volume looks at: the who (EfS for whom), the what (EfS curriculum) and the how (translating from theory to practice). The concluding chapter provides ideas and directions on where the world can proceed regarding sustainability education and how it can help in the teaching and learning of sustainability. Considering social issues such as poverty, education, health, culture and the use of natural resources, this book proposes a different path towards Education for Sustainability. Providing concrete data on the realisation of sustainable development, Issues in Teaching and Learning of Education for Sustainability will be of interest to geographers, geography educators and professionals concerned with Education for Sustainability. A Critical Study of Thailand's Higher Education Reforms The culture of borrowing *Routledge* This book offers a critical examination of contemporary higher education reforms in Thailand situated in the broader historical, socio-economic and political changes. Through a qualitative case study with three methods of inquiry, this book explores why different 'global education policies' such quasi-privatisation, internationalization, as quality assessment (QA) have resonated in Thailand higher education sector. Grounded in policy borrowing and lending, this book uses the politics, economics and culture of borrowing to analyse major reforms in Thailand for the past one hundred years. It is argued that historical legacy, policy contexts and belief systems of policy elites play pivotal roles in facilitating policy changes or the lack thereof. While historical analysis elucidates that the Thai state has always been an active borrower of western ideas, the perseverance of the 'Thai-ness' discourse has often been used to suggest its so-called independence and idiosyncrasy. This in-depth analysis of the Thai case aims to contribute to the critical studies in Asian education, comparative higher education, policy borrowing and lending and Thai studies. The Culture of Borrowing intensively studies the policy appropriation in the Thai education system by analysing: • Selective Borrowing and the Historical Development of Thai Higher Education • The Asian Economic Crisis as Window of Opportunity: Autonomous University • Internationalization of Teaching: Quantitative and Qualitative Challenges • The Emergence of Quality Policies and their Rationales • The Intended and Unintended Consequences of Quality Policies This book will appeal to researchers in Education, particularly to scholars studying educational policies within the context of tertiary education. It will also interest scholars specialising in Asian and South-east Asian Studies. Curriculum Innovations in Changing Societies Chinese Perspectives from Hong Kong, Taiwan and Mainland China *Springer Science & Business Media* dfg Life Skills Education for Youth Critical Perspectives *Springer Nature* This open access

volume critically reviews a diverse body of scholarship and practice that informs the conceptualization, curriculum, teaching and measurement of life skills in education settings around the world. It discusses life skills as they are implemented in schools and non-formal education, providing both qualitative and quantitative evidence of when, with whom, and how life skills do or do not impact young women's and men's lives in various contexts. Specifically, it examines the nature and importance of life skills, and how they are taught. It looks at the synergies and differences between life skills educational programmes and the way in which they promote social and emotional learning, vocational/employment education, and health and sexuality education. Finally, it explores how life skills may be better incorporated into education and how such education can address structures and relations of power to help youth achieve desired future outcomes, and goals set out in the Sustainable Development Goals (SDGs). Life skills education has gained considerable attention by education policymakers, researchers and educators as being the sine qua non for later achievements in life. It is nearly ubiquitous in global and national education policies, including the SDGs, because life skills are regarded as essential for a diverse set of purposes: reducing poverty, achieving gender equality, promoting economic growth, addressing climate change, fostering peace and global citizenship, and creating sustainable and healthy communities. Yet, to achieve these broad goals, questions persist as to which life skills are important, who needs to learn them, how they can be taught, and how they are best measured. This book addresses these questions. ICT in Education in Global Context Comparative Reports of Innovations in K-12 Education *Springer* This book aims to capture the current innovation and emerging trends of digital technologies for learning and education in k-12 sector through a number of invited chapters in key research areas. Emerging Patterns of innovative instruction in different context, Learning design for digital natives, Digital learning resources for personalized learning in both formal and informal educational settings, e-leadership and teacher's digital capacity will be covered in the book. This book intends to provide reference for the innovation in K-12 schools. Researchers, policy makers, school administrators and also teachers could benefit from this book on researchers and methods for innovation in K-12 schools all over the world. Mathematics Education in Singapore *Springer* This book provides a one-stop resource for mathematics educators, policy makers and all who are interested in learning more about the why, what and how of mathematics education in Singapore. The content is organized according to three significant and closely interrelated components: the Singapore mathematics curriculum, mathematics teacher education and professional development, and learners in Singapore mathematics classrooms. Written by leading researchers with an intimate understanding of Singapore mathematics education, this up-to-date book reports the latest trends in Singapore mathematics classrooms, including mathematical modelling and problem solving in the real-world context. Handbook of Social and Emotional Learning Research and Practice *Guilford Publications* The burgeoning multidisciplinary field of social and emotional learning (SEL) now has a comprehensive and definitive handbook covering all aspects of research, practice, and policy. The prominent editors and contributors describe state-of-the-art intervention and prevention programs designed to build students' skills for managing emotions, showing concern for others, making responsible decisions, and forming positive relationships. Conceptual and scientific underpinnings of SEL are explored and its relationship to children's and adolescents' academic success and mental health examined. Issues in implementing and assessing SEL programs in diverse educational settings are analyzed in depth, including the roles of school- and district-level leadership, teacher training, and school-family partnerships. Report Advances in Ergonomics in Design Proceedings of the AHFE 2021 Virtual Conference on Ergonomics in Design, July 25-29, 2021, USA *Springer Nature* This book provides readers with a timely snapshot of ergonomics research and methods applied to the design, development and evaluation, of products, systems and services. It gathers theoretical contributions, case studies and reports on technical interventions focusing on a better understanding of human machine interaction, and user experience for improving product design. The book covers a wide range of established and emerging topics in user-centered design, relating to design for special populations, design education, workplace assessment and design, anthropometry, ergonomics of buildings and urban design, sustainable design, as well as visual ergonomics and interdisciplinary research and practices, among others. Based on the AHFE 2021 International Conference on Ergonomics in Design, held virtually on 25–29 July, 2021, from USA, the book offers a thought-provoking guide for both researchers and practitioners in human-centered design and related fields. Multidisciplinary academic research 2012 *MAC Prague consulting* Achieving Education for All through Public–Private Partnerships? Non-State Provision of Education in Developing Countries *Routledge* Concern for achieving Millennium Development Goals (MDGs) by 2015 has led to a focus on the role that non-state providers (NSPs) can offer in extending access and improving quality of basic services. While NSPs can help to fill a gap in provision to those excluded from state provision, recent growth in both for-profit and not-for-profit providers in developing countries has sometimes resulted in fragmentation of service delivery. To address this, attention is increasingly given in the education sector to developing 'partnerships' between governments and NSPs. Partnerships are further driven by the expectation that the state has the moral, social, and legal responsibility for overall education service delivery and so should play a role in facilitating and regulating NSPs. Even where the ultimate aim of both non-state providers and the state is to provide education of acceptable quality to all children, this book provides evidence from diverse contexts across Africa, South Asia, and Latin America to highlight the challenges in them partnering to achieve this. This book was published as a special issue of Development in Practice. Sustainability Matters (In 2 Volumes)Volume 1: Asia's Green ChallengesVolume 2: Asia's Energy Concerns, Green Policies and Environmental Advocacy *World Scientific* Sustainability Mattersis a compilation of some of the best research papers by students from the National University of Singapore's inter-disciplinary graduate programme in environmental studies, the MSc in Environmental Management [MEM]. This collection is for the period 2009/10 to 2011/12. As the period covers 3 academic years, the papers have been split into two volumes: Sustainability Matters: Asia's Green Challenges, and Sustainability Matters: Asia's Energy Concerns, Green Policies and Environmental Advocacy. These two volumes are the third and fourth compilation by the programme, and respectively comprise

sixteen and fourteen of the best research papers completed during this period. The papers have been edited for brevity. These papers analyze the many challenges to effective environmental management in the context of different countries including India, Sri Lanka, Bangladesh, China, Hong Kong, Nepal, Singapore, and Thailand, and propose insightful solutions. The first compilation, Sustainability Matters: Environmental Management in Asia, was published in 2010 (World Scientific) and comprised the best papers from 2001/2 to 2006/7. The second, Sustainability Matters: Challenges and Opportunities in Environmental Management in Asia was published in 2011 (Pearson), and comprised the best papers from 2007/8 to 2008/09. Contents: Volume 1:Air Pollution:Development of Urban Traffic Pollution Control Strategies in Asian Cities: A Case Study from Chennai, India (Ashwinkumar Dakshinamurthi and Rajasekhar Balasubramanian)Assessment and Abatement Measures for Vehicular Air Pollution in Colombo, Sri Lanka (Chamila Weerathunghe and Rajasekhar Balasubramanian)Waste Management:Recycling in Singapore the Singapore Model: Strategies and Ways to Improve (Tan Puay Cheow and Lye Lin Heng)Municipal Solid Waste Management in Southeast Asian Cities: The Next Steps (Boey Yinyin Edris and Rick Reidinger)Lessons for Integrated District-Level Food Waste Recycling Programs: A Review of Eight International Cases (Amireeta Rawlani and Kua Harn Wei)Singapore's Municipal Solid Waste Management: A Sustainable Model (Wendy Wong Shih Ling and Rick Reidinger)Utilization of Landfill Gas as a Renewable Source of Energy in India (Subhashini Kashinath and Zhou Zhi George)The Potential Role of Water Hyacinth in Wastewater Treatment in Nepal (Ram Bahadur Singh Maharjan and Chou Loke Ming)Improving Leachate Water Quality using a Wetland Treatment System in Lorong Halus — A Pilot Study (Christian Budiman and Ting Yen-Ping)Life Cycle Assessment of an Urban Waste Refinery (Celia Chua Bee Hong and Kua Harn-Wei) A Study of the 3Rs (Reduce, Reuse, Recycle)Programs in Primary Schools, Singapore (Kelly Yong Kim-Lian and Victor R Savage)Urban Studies:Assessing Skywalk Systems as a Response to High Density Living in Hong Kong (Patricia Woo and Malone-Lee Lai Choo)The Management of Visitor Pressure on Coastal Parks of Singapore (Karen Lim Hui Khian and Chou Loke Ming)Sustainability in Singapore: An Ecological Footprint Perspective (Xin Jing Jing and Victor R Savage)Seagrasses in Singapore: Current Status and Long-Term Management Plans (Michelle Chng Wei Ping and Chou Loke Ming)The Singapore's Bus System: An Analysis of Commuters' Satisfaction and Potential Improvements (Jan Martin Hecker and Lee Der Horng)An Assessment of Sustainable Cities (May Yadana Aung and Chou Loke-Ming)Urban Greenery as a Mitigation Strategy for Urban Heat Island Effect in High Density Commercial Districts of Dhaka (Nabanita Islam and Wong Nyuk-Hien)The Potential for Residential Water Conservation in Dhaka, Bangladesh (Sonia F Hoque, Asanga Gunawansa and Md. 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(Md Rashed Bhuyan and Tracey Skelton)Energy and Climate Change:Wind: The Alternative Source of Power for Singapore After Solar Energy? (Chew Keng-Hui and Lanry Yung)The Economics of Wind Energy (Alan Yau Wai-Hoo and Benjamin K Sovacool)Print Media and Climate Change: A Comparison of the 1992 Rio Summit and the 2009 Copenhagen Conference (Davina Loh and Victor R Savage)Green Business:Green Business Strategies in the Precision Engineering Industry in Singapore (Gan Chin-Yean and Audrey Chia)The Second Green Revolution: A Review of the Challenges and Prospects (Leong Li-Sun and Victor R Savage)Towards Broader Implementation of Corporate Sustainability and Sustainability Reporting in the Construction Industry in Singapore (Kaia Margit Davis-Tan and Audrey Chia) Readership: Graduate students, academics and researchers in environmental management/science. Keywords:Environment;Management;Sustainability;Asia;Corporate Environmental Management;Biodiversity and Planning;Marine Environment;Environment and Economic Development;Energy Sustainability;Renewable Energy;Urban Pollution and Waste Management;Sustainable Infrastructure;Transportation;Recycling;Urban Studies;Green Business Examinations in Singapore Change and Continuity (1891-2007) *World Scientific* The first book to explore the development of Singapore''s much-talked-about education and examination system, this volume juxtaposes examinations with its immediate context of education and wider context of politics, economy and society. The study covers three broad historical periods: Examinations in Singapore from 1891 to 1945; The Post-War Years from 1946 to the 1970s; and Charting Our Destiny from the 1980s to 2007. In the British period up to 1941, the local examinations were conducted by the vernacular schools, and external examinations by the University of Cambridge Local Examinations Syndicate. There was a lack of systematic effort to establish a uniform system of education and examinations. During the Japanese Occupation, examinations were conducted by the Japanese authorities and, unexpectedly, the Cambridge examinations continued in the Sime Road Camp. In the post-war period and particularly after Singapore was granted self-government, the establishment of a

national education system was followed by the emergence of national examinations: the Primary School Leaving Examinations and the Singapore-Cambridge GCE N/O/A Levels for every school-going child in Singapore. Thereafter, the nature of national examinations evolved with the changing needs of education and the nation. At the turn of the century, with the Ministry of Education''s decision to take greater control of examinations, the Singapore Examinations and Assessment Board was established, to oversee new developments in examinations. Unlike most literature on education where examinations are often mentioned as an outcome of educational goals and objectives, this book focuses on examinations per se. Examinations have gained a momentum of their own, and it is interesting to note the development of examinations against the backdrop of the broader history of Singapore and of education in Singapore. Sample Chapter(s). Chapter 1: Trace the development of examinations in Singapore during the British colonial period up to 1941. (3,043 KB). Examinations in Singapore book Launch (124 KB). Contents: Examinations in Singapore (1891OCo1945): Trace the Development of Examinations in Singapore During the British Colonial Period Up to 1945; Assess the Impact of the Japanese Occupation on Examinations in Singapore; What was the Significance of the School Certificate Examination Held in the Sime Road Camp During the Japanese Occupation?; The Post-War Years (1946OCo1970s): Assess the Development of Education and Examinations From the End of the Japanese Occupation to the Attainment of Self-Government in Singapore; Why and How Effective Were the Measures Undertaken by the Singapore Government to Establish Central Control Over Education and Examinations in Singapore in the 1960sOCo1970s?; The 1961 Examination Boycott Illustrates the Challenges in Forging a National System of Examinations. Do You Agree?; Charting Our Own Destiny (1980sOCo2007): How Effective had the Goh Keng Swee''s Reforms in Education and Examination Been in Improving Singapore''s Education System?; Examine the Key Policy Changes in Singapore''s Education and Examinations in Response to the Challenges of a Rapidly Changing and Globalising world; OCyChange is More Important than Continuity in Education and ExaminationsOCO Discuss. Readership: Academics and professionals in education and assessment; general readership." What Big Data Can Tell Us About the Psychology of Learning and Teaching *Frontiers Media SA* Evolution Education Around the Globe *Springer* This edited book provides a global view on evolution education. It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern Europe, Western Europe, North Africa, South Africa, North America, South America, Middle East, Far East, South East Asia, Australia, and New Zealand. Studies in evolution education literature can be divided into three main categories: (a) understanding the interrelationships among cognitive, affective, epistemological, and religious factors that are related to peoples' views about evolution, (b) designing, implementing, evaluating evolution education curriculum that reflects contemporary evolution understanding, and (c) reducing antievolutionary attitudes. This volume systematically summarizes the evolution education literature across these three categories for each country or geographical region. The individual chapters thus include common elements that facilitate a cross-cultural meta-analysis. Written for a primarily academic audience, this book provides a much-needed common background for future evolution education research across the globe. Report of the International Clearinghouse on Science and Mathematics Curricular Developments The Handbook on Caribbean Education *IAP* This book brings together leading scholars of Caribbean education from around the world. Schooling continues to hold a special place both as a means to achieve social mobility and as a mechanism for supporting the economy of Caribbean nations. In this book, the Caribbean includes the Greater and Lesser Antilles. The Greater Antilles is made up of the five larger islands (and six countries) of the northern Caribbean, including the Cayman Islands, Cuba, Hispaniola (Haiti and the Dominican Republic), Puerto Rico, and Jamaica. The Lesser Antilles includes the Windward and Leeward Islands which are inclusive of Barbados, St. Vincent, Trinidad and Tobago along with several other islands. Each chapter provides a unique perspective on the various social and cultural issues that define Caribbean education and schooling. The Handbook on Caribbean Education fills a void in the literature and documents the important research being done throughout the Caribbean. Creating a space where Caribbean voices are a part of "international" discussions about 21st century global matters and concerns is an important contribution of this work. Road Map to Progress, 2003-2007 That the Sun Might Shine Again International Handbook of Learning, Teaching and Leading in Faith-Based Schools *Springer* The International Handbook on Learning, Teaching and Leading in Faith Based Schools is international in scope. It is addressed to policy makers, academics, education professionals and members of the wider community. The book is divided into three sections. (1) The Educational, Historical, Social and Cultural Context, which aims to: Identify the educational, historical, social and cultural bases and contexts for the development of learning, teaching and leadership in faith-based schools across a range of international settings; Consider the current trends, issues and controversies facing the provision and nature of education in faith-based schools; Examine the challenges faced by faith-based schools and their role and responses to current debates concerning science and religion in society and its institutions. (2) The Nature, Aims and Values of Education in Faith-based Schools, which aims to: Identify and explore the distinctive philosophies, characteristics and guiding principles, values, concepts and concerns underpinning learning, teaching and leadership in faith-based schools; Identify and explore ways in which such distinctive philosophies of education challenge and expand different norms and conventions in their surrounding societies and cultures; Examine and explore some of the ways in which different conceptions within and among different religious and faith traditions guide practices in learning, teaching and leadership in various ways. (3) Current Practice and Future Possibilities, which aims to: Provide evidence of current educational practices that might help to inform and shape innovative and successful policies, initiatives and strategies for the development of quality learning, teaching and leadership in faith-based schools; Examine the ways in which the professional learning of teachers and educational leaders in faith- based settings might be articulated and developed; Consider the ways in which coherence and alignment might be achieved between key national priorities in education and the identity, beliefs, and the commitments of faith-based schools; Examine what international experience shows about the place of faith-based schools in culturally rich and diverse communities and the implications of faith-based

schooling for societies of the future. Centering Whole-Child Development in Global Education Reform International Perspectives on Agendas for Educational Equity and Quality *Taylor & Francis* This volume offers critical analysis of national school reform policies intended to align with global agendas to promote educational quality and equity. By uniquely foregrounding the need for education reform to nurture child well-being alongside traditional measures of academic achievement, the book identifies common challenges across the Global North and South and extends insights provided by international student assessment data. Chapters offer a close analysis of reform practices in countries in Africa, Europe, Asia, and the Americas to consider cultural, social, political, and functional aspects which drive or inhibit the success of reform initiatives. Providing excellent insights into holistic education for children and youth, this book highlights lessons to support global efforts in providing high-quality, equitable education for the whole child. Developing international knowledge and supplementing international data, this volume will be of interest to students, scholars, and researchers with an interest in education policy, as well as comparative and international education. The Routledge International Handbook of Teacher and School Development *Routledge* The International Handbook of Teacher and School Development brings together a collection of research and evidence-based authoritative writings which focus on international teacher and school development. Drawing on research from eighteen countries across seven continents, the forty chapters are grouped into ten themes which represent key aspects of teacher and school development: Issues of Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Different Circumstances Student Voices in a Global Context Professional Learning and Development Innovative Pedagogies School Effectiveness and Improvement Successful Schools, Successful Leader Professional Communities: their practices, problems & possibilities Each theme expertly adds to the existing knowledge base about teacher and school development internationally. They are individually important in shaping and understanding an appreciation of the underlying conditions which influence teachers and schools, both positively and negatively, and the possibilities for their further development. This essential handbook will be of interest to teacher educators, researchers in the field of teacher education and policy makers.