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KEY=HIGHER - GRANT ARIAS

Assessment and Teaching of 21st Century Skills

Springer Science & Business Media **Rapid—and seemingly accelerating—changes in the economies of developed nations are having a proportional effect on the skill sets required of workers in many new jobs. Work environments are often technology-heavy, while problems are frequently ill-defined and tackled by multidisciplinary teams. This book contains insights based on research conducted as part of a major international project supported by Cisco, Intel and Microsoft. It faces these new working environments head-on, delineating new ways of thinking about '21st-century' skills and including operational definitions of those skills. The authors focus too on fresh approaches to educational assessment, and present methodological and technological solutions to the barriers that hinder ICT-based assessments of these skills, whether in large-scale surveys or classrooms. Equally committed to defining its terms and providing practical solutions, and including international perspectives and comparative evaluations of assessment methodology and policy, this volume tackles an issue at the top of most educationalists' agendas.**

Web 2.0-Based E-Learning: Applying Social Informatics for Tertiary Teaching

Applying Social Informatics for Tertiary Teaching

IGI Global "This book deals with Web 2.0 and how social informatics are impacting higher education practice, pedagogical theory and innovations"--Provided by publisher.

Learning to Teach Science in the Secondary School

A Companion to School Experience

Routledge **Learning to Teach Science in the Secondary School, now in its third edition, is an indispensable guide to the process and practice of teaching and learning science. This new edition has been fully updated in the light of changes to professional knowledge and practice - including the introduction of master level credits on PGCE courses - and revisions to the national curriculum. Written by experienced practitioners, this popular textbook comprehensively covers the opportunities and challenges of teaching science in the secondary school. It provides guidance on: the knowledge and skills you need, and understanding the science department at your school development of the science curriculum in two brand new chapters on the curriculum 11-14 and 14-19 the nature of science and how science works, biology, chemistry, physics and astronomy, earth science planning for progression, using schemes of work to support planning, and evaluating lessons language in science, practical work, using ICT, science for citizenship, Sex and Health Education and learning outside the classroom assessment for learning and external assessment and examinations. Every unit includes a clear chapter introduction, learning objectives, further reading, lists of useful resources and specially designed tasks - including those to support Masters Level work - as well as cross-referencing to essential advice in the core text Learning to Teach in the Secondary School, fifth edition. Learning to Teach Science in the Secondary School is designed to support student teachers through the transition from graduate scientist to practising science teacher, while achieving the highest level of personal and professional development.**

Professionals in early childhood education and care systems

European profiles and perspectives

Verlag Barbara Budrich **In a European context of rapidly expanding early education/ care provision for young children, the staffing of these services is a critical quality issue. What are the requirements for professional education and training? How alike or how varied are the qualification profiles and fields of work? Through detailed country reports and comparative analyses across 27 countries, this book provides answers to these questions.**

The European Union

PediaPress

Researching Sustainability

A Guide to Social Science Methods, Practice and Engagement

Routledge **This book is for students and researchers across the social sciences who are planning, conducting and disseminating research on sustainability-related issues. Real-world sustainability problems cross many boundaries, and this is the first book to guide students and practitioners through the practical and theoretical challenges of doing interdisciplinary research in this vital and emerging area. Researching Sustainability contains many in-depth, 'hands on' accounts by expert contributors, providing real-life examples and lessons that can be put to use immediately. Coverage includes: the general challenges that sustainability presents to researchers, including frictions between sustainability and scientific tradition; complexity; research paradigms; interdisciplinarity; social-environmental interactions; and ethical concerns. a host of social science based research methods and approaches. Each chapter presents a different method; its challenges and suitability for different situations; an in-depth example of the method in action; insights and lessons. dissemination of sustainability research findings, including influencing policy, communicating with school children and working with the media. The book concludes with a critical synthesis of issues and methods examined in the book together with a discussion of future research pathways. This book is an essential tool for students, researchers and practitioners in planning, implementing and evaluating their sustainability research.**

Testing English

Formative and Summative Approaches to English Assessment

A&C Black >

Special Education International Perspectives

Practices Across the Globe

Emerald Group Publishing This volume provides an international perspective on special education issues. There is limited literature examining issues in special education from an international perspective, as such this volume will add considerably to the knowledge base across the globe.

Implementing National Qualifications Frameworks Across Five Continents

Routledge **This book assesses the impact and implementation of national qualifications frameworks in sixteen different countries. It presents two major lessons for policy makers thinking of introducing a National Qualifications Framework (NQF). First, that an NQF is only a way of framing existing provision; it cannot on its own, lead to the acquisition of skills or knowledge. Second, as an attempt to standardize learning- something that is only to a limited extent standardizable, NQFs have disadvantages as well as advantages. The**

research was funded by the International Labour Organization (ILO) and the European Training Foundation (ETF) and, partly as a result of the ILO/ETF Report, the Editors were asked by the World Bank to help them in advising the government of India on introducing a NQF for vocational qualifications. Building on the findings of the report, the editors of this book presented an NQF implementation strategy to the Government of India on behalf of the World Bank. It laid out the steps and stages that would be involved and took account of the earlier experiences of introducing an NQF. Although this strategy was prepared specifically for the Government of India, others who have read it felt it deserved wider circulation. The report has therefore been included in this volume. Since this research was undertaken, the number countries, especially developing countries, implementing or introducing a NQF has continued to increase. This book will be of interest to policy makers and researchers. This book was originally published as a special issue of the Journal of Education and Work.

Essential Health and Safety Study Skills

Routledge Studying for exams, working in teams, writing detailed yet succinct reports and importantly time management aren't second nature to most, so this book provides clear guidance and will be an essential tool for anyone taking a health and safety course. For many students the learning experience will be a return to studying after some considerable time so this book combines practical advice with helpful exam-related information. Case studies and activities based on key health and safety topics that are covered by most Awarding Bodies Guidance on how to take both multiple-choice and written exams; with details on how to answer the action verbs, used in exams questions; including identify and outline Key principles teach how to Receive the information; Remember the information; and Recall the information for your exam

Flood Hazards

Impacts and Responses for the Built Environment

CRC Press A 360-degree view of the response to flood risk As major flooding events around the world show, the impact of flooding on the built environment can cause widespread chaos. These flood events form part of a wider pattern of increasing flood frequency coupled with increased vulnerability of the built environment to flood hazard. Flood risk can unite or divide communities and the responses to potential risk can range from denial to perfect adaptation. Drawing on the experience of communities and experts, *Flood Hazards: Impacts and Responses for the Built Environment* offers guidance on managing urban flooding and flood risk. It brings together a diversity of viewpoints and experiences on flood impacts and responses from leading academics, flood restoration specialists, emergency responders, architects, planning consultants, insurers, policymakers, and community representatives. By including the perspective of the community and the views of households and businesses at risk, this volume makes a unique contribution to the literature on flood management. The chapter organization loosely corresponds to the phases of the disaster management cycle, covering emergency preparation and response; recovery, repair, and reconstruction; and mitigation and adaptation. Contributors examine the types of impacts and discuss forecasting and emergency warning. They describe processes and good practice in recovery of flood-damaged property from the perspectives of the insurance industry, restorers, and loss adjusters. The book also deals with business continuity, land-use planning, property-level and infrastructure protection, and urban drainage, looking at the regulation and design of the built environment as one way to reduce risk. A section on community response to flooding sheds light on the experiences of flood-affected families. Written for students, practitioners, and researchers in flood risk management, as well as for professionals who may encounter flood-related issues in the course of their work, this cross-disciplinary book makes a valuable contribution towards designing a future built environment that is more resilient to flood risk.

Delivering Employability Skills in the Lifelong Learning Sector

Learning Matters All teachers working in further or adult education settings must achieve the new QTLS teaching standards. 'Delivering Employability Skills' is an optional unit on the Certificate in Teaching in the Lifelong Learning Sector (CTLTS) and the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) qualifications. This easy-to-read and accessible text is aimed at trainees undertaking this unit, or existing teachers wishing to refresh their understanding of delivering employability skills as part of CPD. With links to the professional standards and practical activities and examples throughout, this book supports delivery of the subject in a variety of settings. Ann Gravells is leading a CPD Day on 22nd June in London. The event will focus on Raising quality and improving practice in the FE and Skills sector and is a rare opportunity to learn from leading experts. There will only be a limited number of seats available, so book your place here to avoid disappointment.

Alternative Perspectives on Lawyers and Legal Ethics

Reimagining the Profession

Routledge The study of legal ethics and the legal profession has emerged as a distinct and important field of scholarship over the last 30 years. However, as in other disciplines, academic recognition can in turn entrench static and powerful meta-theories and narratives about professional ethos and practise, this collection seeks to disrupt this homogenising impulse and to present alternative voices by bringing together a range of international scholars writing about legal ethics and the legal profession. The book features significant and timely contributions which take contemporary and non-mainstream perspectives on the current and future shape of the legal profession. The essays not only describe the rapidly changing profession but canvas different approaches to scholarship on the legal profession. The collection seeks to explore a diverse and contextualised profession from a number of angles. Authors examine how the public sees lawyers and how lawyers see their own profession; how we practise law and how this practice shapes lawyers; how such cultural and professional practice intersects with institutional structures of the law to create certain legal outcomes; and how we regulate the legal profession to modify or institute ethical practice. The volume provides insights into legal culture and ethics from the perspective of authors from Australia, Canada, England, the United States, New Zealand and Kenya - a diversity of national perspectives that give valuable insights into developments in the profession at the local and global level. It also illustrates diversity within the profession by tracing differing professional career trajectories based on raced or gendered barriers, alternative ethical strategies and the impact of organisational cultures in which lawyers practice.

Social Policy Review 23

Analysis and Debate in Social Policy, 2011

Policy Press This edition of *Social Policy Review* presents an extensive analysis of the coalition government's social policies and is essential reading for social policy academics and students and for anyone who is interested in the implications of government policy.

Higher Education and International Student Mobility in the Global Knowledge Economy

Revised and Updated Second Edition

SUNY Press Second, updated edition of a landmark study of how the international mobility of students, scholars, programs and institutions of higher education has evolved over time, and the ways in which it is occurring in today's global knowledge economy.

Workforce Development Theory and Practice in the Mental Health Sector

IGI Global Across the globe, evaluating the initiatives and planning strategies of the modern workforce has become increasingly imperative. By developing professional competencies, various sectors can achieve better quality skill development. *Workforce Development Theory and Practice in the Mental Health Sector* is an essential reference source on the understanding of workforce capacity and capability and examines specific benefits and applications in addiction and mental health services. Featuring extensive coverage on a range of topics including public service provision, staff motivation, and clinical competency, this book is ideally designed for policy makers, academicians, researchers, and students seeking current research on the challenges facing countries in the areas of planning and development in the workforce.

Developing Teachers' Assessment Capacity

Routledge Given the academic benefits of assessment-driven teaching, and the growing accountability context of educational systems around the world, there is a rapidly developing need to educate teachers in effectively using assessments to promote, monitor, and report on student learning. However, assessment has historically been a neglected area in teacher education programmes, and empirical research has consistently shown assessment as an area of challenge for many teachers. While there is an increased focus across teacher education and professional literature on enhancing the assessment capacity of educators, there remains little empirical research on innovative and data-based strategies to effectively achieve this goal. The purpose of this text is to consolidate existing research on assessment education and to provoke innovative and effective approaches to educating teachers and teachers-in-training about assessment. Given the dearth of relevant research, this text also considers the matter of retention and extension of initial assessment learning into teaching careers. Combined, the articles in this text provide a foundation for novel thinking about developing teachers' assessment capacity from pre-service to in-

service contexts. This book was originally published as a special issue of *Assessment in Education*.

The British National Bibliography

British Political Parties and National Identity

A Changing Discourse 1997-2010

Cambridge Scholars Publishing This study is about party political discourses on national identity in Britain under the New Labour governments (1997-2010). Britishness has become a major theme in the British political debate since the end of the second world war, and even more so since the early 1990s, either directly or through discussions of specific issues like immigration, Europe or devolution to Scotland and Wales. Numerous political leaders have publicly worried about the weakness of the common citizenship in the UK and the threat to the survival of Britishness, which has been the only common thread in competing discourses between and within parties. The book examines the four issues which have embodied the different aspects of the debate about national identity in the UK, namely devolution, multiculturalism, European integration and globalisation. It shows that the polarised discourses (especially between the Conservatives and Labour) of the 1990s have given way to a relative rapprochement on these issues, with the notable exception of the European Union, where a real cleavage, in rhetoric if not in policy, remains between and sometimes within British political parties.

Pre-vocational Education in Germany and China

A Comparison of Curricula and Its Implications

Springer Science & Business Media The school-to-work transition has been an important topic in the fields of education and sociology research in the past few years. Pre-vocational education, which takes place during lower-secondary school and aims to facilitate the school-to-work transition, is of critical significance in introducing the participants to the world of work and/or in preparing them for entry into further vocational education programs. With a strong comparative nature, Jun Li presents this systematic investigation of the pre-vocational education in Germany and China and analyzes their curricula of pre-vocational education. By combining the methods of content analysis and teacher interview, the author offers an in-depth perspective into the realms of pre-vocational education and reveals the divergences between the prescribed curriculum and the enacted curriculum. The findings also relate closely to an intensively discussed issue in the sociology of education in the past few years, namely the issue of knowledge and its status, function and forms in the school education today.

Management And Leadership Innovations

Emerald Group Publishing Vol. 38 of *Advances in Librarianship* focus on innovative leadership and management techniques e.g. selecting new team members, service design, mindful leadership, burnout causes and management, librarians as independent active public leaders and how libraries and other non-profit organizations can use UN's Agenda 21 to achieve sustainability.

Redesigning Physical Education

An Equity Agenda in Which Every Child Matters

Routledge *Redesigning Physical Education* is a bold and innovative manifesto for the fundamental redesign of physical education for the twenty-first-century world. Aiming at better outcomes for children, better working conditions for teachers, and innovative solutions to the decline of school PE, it calls for a transnational collective action project based on new research frameworks, stressing the fundamental importance of health-enhancing, life-enriching active participation for all children and young people. Action-oriented and evidence-based, the book examines the key challenges driving change, including the equity agenda, institutionalization, outcome and accountability based teaching, and physical activity requirements in schools. With a truly international scope, the text explores perspectives from the USA, Canada, Scotland, England, Wales, Ireland, New Zealand, Australia, and Italy. This is important reading for students and academics studying and working in physical education, kinesiology, public health, and children's physical activity. It is also a valuable resource for pediatric exercise specialists, especially sport and exercise psychologists.

Innovative Practices for Higher Education Assessment and Measurement

IGI Global Both educators and their students are involved in the process of assessment - all parties are expected to meet and exceed expectations in the face of competing conditions. New practices are being developed to enhance students' participation, especially in their own assessment, be it through peer-review, reflective assessment, the introduction of new technologies, or other novel solutions. Though widely researched, few have measured these innovations' effectiveness in terms of satisfaction, perceived learning, or performance improvements. *Innovative Practices for Higher Education Assessment and Measurement* bridges the gap between political discourse, theoretical approach, and teaching practices in terms of assessment in higher education. Bringing new insights and presenting novel strategies, this publication brings forth a new perception of the importance of assessment and offers a set of successful, innovative practices. This book is ideal for educators, administrators, policy makers, and students of education.

People - Marine Mammal Interactions

Frontiers Media SA Our relationships with marine mammals are complex. We have used them as resources, and in some places this remains the case; viewed them as competitors and culled them (again ongoing in some localities); been so captivated and intrigued by them that we have taken them into captivity for our entertainment; and developed a lucrative eco-tourism activity focused on them in many nations. When we first envisaged this special topic, we had two overarching aims: Firstly, we hoped to generate critical evaluation of some of our relationships with these animals. Secondly, we hoped to attract knowledgeable commentators and experts who might not traditionally publish in the peer-reviewed literature. We were also asking ourselves a question about what responsibility mankind might have to marine mammals, on our rapidly changing planet? The answer to the question; can, or should, humans have responsibility for the lives of marine mammals when they are affected by our activities? - is, in our opinion, 'yes' - and the logical progression from this question is to direct research and effort to understand and optimise the actions, reactions and responses that mankind may be able to take. We hope that the papers in this special issue bring some illumination to a small selection of topics under this much wider topic area, and prove to be informative and stimulating.

Kita-Fachpersonal in Europa

Ausbildungen und Professionsprofile

Barbara Budrich In einem europäischen Kontext der rasanten Ausweitung frühkindlicher Bildungs- und Betreuungsangebote stellt sich die Qualitätsfrage immer dringlicher. Das pädagogische Fachpersonal ist dabei ein Schlüsselfaktor. Wer arbeitet in frühpädagogischen Tageseinrichtungen in den 27 Ländern der Europäischen Union? Wie sehen die Qualifikationsanforderungen aus? Welche Ausbildung haben Gruppen- und Einrichtungsleitung? Sind die Professionsprofile vergleichbar? Welche Möglichkeiten der professionellen Weiterentwicklung werden angeboten? Vor welchen aktuellen beruflichen Herausforderungen stehen die Pädagoginnen und Pädagogen? Das Projekt seepro (Systeme der Elementarerziehung und Professionalisierung in Europa) am Staatsinstitut für Frühpädagogik (IFP) in München, das durch das Bundesministerium für Familien, Senioren, Frauen und Jugend gefördert wurde, ist diesen Fragen nachgegangen. Dieses Buch stellt die Projektergebnisse vor.

Sport in the UK

SAGE This is a comprehensive introduction for HE students to the provision, organisation, and governance of sport in the UK. Supported by case study material, it introduces the reader to key government policies, and to the ways in which public, private and voluntary sectors provide sporting opportunities. The book focuses on issues of participation, employment, media coverage and commercialisation, and critically examines them in light of the key themes of equality and diversity. Pedagogical features - learning outcomes and learning activities - help students develop an active approach to the study of sport in the UK.

Transformative Pedagogical Perspectives on Home Language Use in Classrooms

IGI Global Linguists, researchers, and other practitioners in language education acknowledge that the resolution of language problems associated with breaking down language and cultural barriers that hinder the growth of learners' self-identities and national identities is ongoing. In fact, even with decades of research in home language use in the classroom, there are still classrooms worldwide where learners are deprived of the opportunity of building their self-esteem, confidence, and autonomy by communicating with their native language. The global nature of communication requires speakers to use all the languages in their repertoire effectively, thus reinforcing the need to encourage home language use

in classrooms. **Transformative Pedagogical Perspectives on Home Language Use in Classrooms** is a cutting-edge research publication on the effective use of home language in the classroom that emphasizes the significance of this activity to the success of the overall language development of the learner. Particular attention is given to transformative pedagogy and the provision of valuable insights into how the teacher can guide and assist learners in the development of critical thinking skills. In addition, the book provides content that enables practitioners in language education and parents to explore their roles in assisting children in breaking down the language and cultural barriers that hinder the growth of their self-identity and national identity. Highlighting topics such as engineering education, cultural responsiveness, and transformative pedagogy, this book is essential for linguists, academicians, education professionals, curriculum designers, policymakers, administrators, instructional designers, researchers, and students.

The Halal Food Handbook

John Wiley & Sons A unique handbook providing a set of good practice standards for both producers and consumers of Halal food This accessible, authoritative book covers all aspects of Halal from its origins through to how we expect Halal to develop in the coming years. It explains what Halal is, where it came from, how it is practiced, and by whom. In addition to putting Halal in a religious and cultural context, the book provides practical standards for those working in the Halal trade. It explains why there are so many different interpretations of Halal and why this needs to be resolved if international trade is to be developed. Each chapter in *The Halal Food Handbook* is written by leading experts in their particular field of study. The first one discusses how regulatory bodies have failed to stem the miss selling and adulteration of Halal foods. The next chapters cover the slaughter process and issues around good practice. The book then looks at regulators—covering Sharia law, UK national laws, and the EU—and outlines the legal framework for enforcing the law. It also compares and contrasts different types of religious slaughter for faith foods; examines attempts to set an international standard for trade; and discusses pork adulteration in Halal foods. The final chapter covers other aspects of Halal, including cosmetics, tourism, lifestyle, and banking, and finishes with a look at what the future holds for Halal. Written and edited by leading international experts in Halal who are backed by the Muslim Council of Britain Presents a set of good practice standards for both producers and consumers of Halal food Covers the complexity of the political, legal, and practical dimensions of Halal food production *The Halal Food Handbook* will appeal to a wide audience, including abattoirs, manufacturers, retailers, regulators, academics, public bodies catering for Muslims, and the broader Muslim community.

Assessment for Learning: Meeting the Challenge of Implementation

Springer This book provides new perspectives on Assessment for Learning (AFL), on the challenges encountered in its implementation, and on the diverse ways of meeting these challenges. It brings together contributions from authors working in a wide range of educational contexts: Australia, Canada, England, Germany, New Zealand, Norway, Israel, Philippines, Scotland, Spain, Sweden, Switzerland, the United States. It reflects the issues, innovations, and critical reflections that are emerging in an expanding international network of researchers, professional development providers, and policy makers, all of whom work closely with classroom teachers and school leaders to improve the assessment of student learning. The concept of Assessment for Learning, initially formulated in 1999 by the Assessment Reform Group in the United Kingdom, has inspired new ways of conceiving and practicing classroom assessment in education systems around the world. This book examines assessment for learning in a broad perspective which includes diverse approaches to formative assessment (some emphasizing teacher intervention, others student involvement in assessment), as well as some forms of summative assessment designed to support student learning. The focus is on assessment in K-12 classrooms and on the continuing professional learning of teachers and school leaders working with these classrooms. Readers of this volume will encounter well documented accounts of AFL implementation across a large spectrum of conditions in different countries and thereby acquire better understanding of the challenges that emerge in the transition from theory and policy to classroom practice. They will also discover a wealth of ideas for implementing assessment for learning in an effective and sustainable manner. The chapters are grouped in three Parts: (1) Assessment Policy Enactment in Education Systems; (2) Professional Development and Collaborative Learning about Assessment; (3) Assessment Culture and the Co-Regulation of Learning. An introduction to each Part provides an overview and presents the suggestions and recommendations formulated in the chapters.

Learning to Teach in the Primary School

Routledge Flexible, effective and creative primary school teachers require subject knowledge, an understanding of their pupils and how they learn, a range of strategies for managing behaviour and organising environments for learning, and the ability to respond to dynamic classroom situations. This third edition of *Learning to Teach in the Primary School* is fully updated with reference to the new National Curriculum, and has been revised to provide even more practical advice and guidance to trainee primary teachers. Twenty-two new authors have been involved and connections are now made to Northern Irish, Welsh and Scottish policies. In addition, five new units have been included on: making the most of your placement play and exploration in learning behaviour management special educational needs phonics. With Masters-level reflective tasks and suggestions for research-based further reading, the book provides valuable support to trainee teachers engaged in learning through school-based experience and through reading, discussion and reflections as part of a teacher education course. It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status (QTS). This comprehensive textbook is essential reading for all students training to be primary school teachers, including those on undergraduate teacher training courses (BEd, BA with QTS, BSc with QTS), postgraduate teacher training courses (PGCE, SCITT) and employment-based teacher training courses (Schools Direct, Teach First), plus those studying Education Studies. This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/Cremin.

E-learning and Social Networking Handbook

Resources for Higher Education

Routledge Digital resources—from games to blogs to social networking—are strong forces in education today, but how can those tools be effectively utilized by educators and course designers in higher education? Filled with practical advice, the *e-Learning and Social Networking Handbook, Second Edition* provides a comprehensive overview of online learning tools and offers strategies for using these resources in course design, highlighting some of the most relevant and challenging topics in e-learning today, including: • using social networking for educational purposes • designing for a distributed environment • strengths and weaknesses of delivering content in various formats (text, audio, and video) • potential constraints on course design • implementation, evaluation, induction, and training Illustrated by short, descriptive case studies, the *e-Learning and Social Networking Handbook, Second Edition* also directs the reader to useful resources that will enhance their course design. This helpful guide will be invaluable to all those involved in the design and delivery of online learning in higher education.

Litterære livliner

Gyldendal A/S 14 forskere, kunstnere og debattører giver deres bud på litteraturens og klassikerens rolle i dag og i fremtiden i såvel Danmark som i andre vestlige lande.

Scottish Education

Fifth Edition

Edinburgh University Press Interrogates the rise of national philosophies and their impact on cosmopolitanism and nationalism.

Schooling Indifference

Reimagining RE in Multi-cultural and Gendered Spaces

Taylor & Francis This book is concerned with re-imagining Religious Education (RE) as this is practiced in schools, colleges and universities throughout the UK and in a wide variety of international educational contexts. On the basis of a critical analysis of current theory and practice in RE the authors argue that this educational framing is no longer plausible in the light of new theoretical developments within the academy. A new educational approach to RE is outlined that challenges students to think and practice differently. This includes a 'becoming ethnographer' approach that can acknowledge socio-material relations and engage the broader literacies necessary for such study. Part One examines how RE has been constructed as a discipline in historical and spatial terms that abstract its study from material concerns. Part Two offers some new starting points: Spinoza, Foucault and feminist theory that differently foreground context and relationality, and 'Islam' read as a discursive, located tradition rather than as 'world view'. Finally, Part Three proposes a new trajectory for research and practice in RE, with the aim of re-engaging schools, colleges and universities in a dialogue that promotes thinking and practice that - as educational - is continually in touch with the need to be critical, open-ended and ethically justifiable.

Assessment for Learning Within and Beyond the Classroom

Taylor's 8th Teaching and Learning Conference 2015 Proceedings

Springer These conference proceedings focus on "Assessment for Learning: Within and Beyond the Classroom" in recognition of the power of assessment for learning as a way of boosting student performance. They explore the breadth, depth and quality of the best models and practices, strategies, lessons learnt and discuss cases of successful implementation of assessment within the classroom and beyond, including the virtual space. They also provide fertile ground for stimulating and comparing responsive assessment approaches and practices in relatively new areas of assessment such as graduate capability assessment in view of the need for educational institutions to evidence graduate employability.

Improving Software Testing

Technical and Organizational Developments

Springer Science & Business Media Software is continuously increasing in complexity. Paradigmatic shifts and new development frameworks make it easier to implement software - but not to test it. Software testing remains to be a topic with many open questions with regard to both technical low-level aspects and to the organizational embedding of testing. However, a desired level of software quality cannot be achieved by either choosing a technical procedure or by optimizing testing processes. In fact, it requires a holistic approach. This Brief summarizes the current knowledge of software testing and introduces three current research approaches. The base of knowledge is presented comprehensively in scope but concise in length; thereby the volume can be used as a reference. Research is highlighted from different points of view. Firstly, progress on developing a tool for automated test case generation (TCG) based on a program's structure is introduced. Secondly, results from a project with industry partners on testing best practices are highlighted. Thirdly, embedding testing into e-assessment of programming exercises is described.

The Early Years Handbook for Students and Practitioners

An essential guide for the foundation degree and levels 4 and 5

Routledge The Early Years Handbook for Students and Practitioners is a comprehensive and accessible course text for all students studying at levels 4 and 5, including on Foundation Degrees and Early Childhood Studies degrees. Designed and written by the Chair of the SEFDEY (Sector-Endorsed Foundation Degree in Early Years) Network and a team of expert contributors, this book covers the essential skills, knowledge and understanding you need to become an inspiring and effective early years practitioner. Divided into four parts: The Student-Practitioner-Professional; The Learning and Development of Children 0-5; The Child, Family and Society; and The Senior Practitioner-Professional, the book covers all aspects of working with young children and engages you with theory that is explicitly linked to your practice. Throughout there is a strong emphasis on supporting your transition to undergraduate study, developing your academic skills and encouraging you to be an active learner. In every chapter, the book seeks to help you develop your professional identity and features: Activities to help you to reflect on your own practice 'Provocations' to promote discussion and debate Case study examples and photographs to illustrate key points 'From Research to Practice' boxes outlining key research in the field and implications for practice. The book is supported by a companion website featuring, for students, links to useful websites and video material, and an interactive flashcard glossary. Online support for lecturers includes ideas for tasks and activities to use in class and the diagrams and images in the book available to download.

EBOOK: Beginning Teaching, Beginning Learning: In Early Years and Primary Education

McGraw-Hill Education (UK) This bestselling textbook provides an introduction to the fundamentals of teaching and learning in early years and primary education. If you are training to work in schools or other educational settings, the book offers a wide range of practical and straightforward guidance, covering essential topics such as safeguarding; attachments and relationships; assessment; the indoor and outdoor environment; new technologies; behaviour management; and well-being. Thoroughly updated throughout and retaining its lively and engaging style, this new fifth edition extends your knowledge and understanding of working and playing effectively with young children. Enlivened by thought-provoking cameos and reflective questions, the book gives you the confidence to reflect upon, challenge and enhance your own pedagogies. Key features include: • Real life cameos drawn from schools and settings • Questions to promote thinking included in each chapter • Suggested further reading including a range of annotated references • Up-to-date research and issues that teachers may face Beginning Teaching, Beginning Learning is essential reading for student and newly qualified early years and primary teachers and practitioners, as well as those who educate and train them. "This outstanding book should be a core text for beginning teachers working in the birth to 11 age range. It places Early Years and Primary education in the historical context and encourages new teachers to become reflective practitioners by adopting a questioning approach based on thoughtful comparative experiences. One aspect which makes this stand out from other similar texts is the focus it has on developing a deep understanding of the partnership between children's learning and the beginner teacher. Contributors, many of whom have been teachers themselves, include experts not only in their specific fields of interest but also in teacher education more broadly so understand what is relevant for those on initial teacher education courses and those in the early stages of their teaching career." Jane Warwick, Primary PGCE Course Manager, University of Cambridge, UK "Beginning Teaching, Beginning Learning should be a core text on all birth to 11 years ITT courses. The book neatly combines grounded cameos of actual teaching experience with real life questions and dovetails these with a thoroughly referenced scholarly critique. Through its engaging style and approach the book speaks clearly and directly to the inquisitive, curious and professional novice teacher who wishes to be both thoroughly reflective and knowledgeable of the latest research. This book is hugely successful as it manages to be both very wide in its content whilst encouraging a questioning and in-depth critical thinking throughout". Guy Roberts-Holmes, MA Early Years Education Programme Director, UCL Institute of Education, UK

Feminist Economics and Public Policy

Routledge Professor Ailsa McKay, who was known not only for her work as a feminist economist but also her influence on Scottish social and economic policy, died in 2014 at the height of her academic career and impact on public life. Organised around the key themes of Ailsa McKay's work, this collection brings together eminent contributors to argue for the importance of making women's roles and needs more visible in economic and social policies. Feminist Economics and Public Policy presents a uniquely coherent analysis of key issues including gender mainstreaming, universal childcare provision and universal basic income security, in the context of today's challenging economic and political environments. It draws on international perspectives to look at the economic role of women, presenting readers with interrelated sections on gender budgeting and work and childcare, before concluding with a discussion on Citizens Basic Income and how it could contribute towards a more efficient, equitable social security system. The theoretical, empirical and practice based contributions assembled here present recommendations for more effective public policy, working towards a world in which women's diverse roles are recognized and fully accounted for. This book is a unique collection, which will be of great relevance to those studying gender and economics, as well as to researchers or policy makers.

Comparative handbook: robotic technologies law

Éditions Larcier Studies of the overall impact of robotics on the economy have shown that investments in its various sectors - industrial, professional and service robotics - are increasing globally and the markets associated with them are valued in billions. Robotization improves the competitiveness of enterprises, while collaborative robotics reinvents methods of production. Beyond the economic outlook, service robotics, backed by the development of artificial intelligence, raises challenging ethical and social issues. The legal analysis of robotics is no mean feat because it covers a very diverse technical reality. Companies whose businesses are focused on robotic technologies and applications can be confronted with a complex legal situation resulting from the plurality of the applicable rules which have not necessarily been conceived or adopted bearing in mind their specific constraints. This situation should not hamper their development. It only implies taking cues from the economic legal norms which promote such developments and conducting an analysis of the legal risks which they face, given the applicable rules of liability. This comparative study - carried out by members of the Lexing® Network - proposes an overview, having regard to the legislation of 17 different countries, of the legal issues raised by robotics and the way the law in force responds, in a more or less satisfactory manner. Discover the authors & contributors in details under the tab 'Extraits'.