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There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

National teacher preparation standards in gifted and talented education provide the foundation for research-based practices in gifted education and identify what teachers should know and be able to do to ensure that students with gifts and talents realize their full potential. Because the responsibility for teaching gifted learners and those with potential to achieve at high levels is often shared between gifted education program leaders and teachers in general and special education classrooms, this book shows Pre-K-12 education leaders how to develop partnerships, identify professional development outcomes, design learning activities, plan and implement comprehensive training programs, and evaluate the effectiveness of professional development activities. Special attention is paid to effecting change within a state and school system. Tools provided include sample needs assessments, student and teacher observation instruments, and a sample professional development plan.

Aucune information saisie

This book presents a comprehensive, systematic approach to the development of learning strategies.

Study & Master Physical Sciences Grade 12 has been especially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Physical Sciences.

This book is about three complementary ideas: 1) learning is a practice of freedom; 2) liberating learning in public education requires widespread cultural change in classrooms, schools, and entire education systems; and 3) social movements have been the most powerful vehicles for widespread cultural change, and in their logic of operation lie the keys to liberate learning. Drawing on existing knowledge and new research on educational change, the author offers nine principles of action to liberate learning in schools and across entire educational systems. Topics discussed include learning, pedagogy, leadership, education policy, widespread cultural change, collective action, and whole system improvement. Written for educators and leaders interested in transforming teaching and learning in classrooms and schools, as well as for public intellectuals and people interested in widespread pedagogical change, the book articulates a new way to think about and pursue educational change.

This book presents the latest evidence from Young Lives, a unique international study of children and poverty. It shows how the persistence of inequality amid general economic growth is leaving some extremely poor children behind, despite the promises of the Millennium Development Goals.

On 24 October 1964, the Republic of Zambia was formed, replacing the territory which had formerly been known as Northern Rhodesia. Fifty years on, Andrew Sardanis provides a sympathetic but critical insider's account of Zambia, from independence to the present. He paints a stark picture of Northern Rhodesia at decolonisation and the problems of the incoming government, presented with an immense uphill task of rebuilding the infrastructure of government and administration - civil service, law, local government and economic development. Sardanis was a minister at the heart of the government and later a highly successful entrepreneur. As a friend and colleague of many of the most prominent names in post-independence Zambia - from the presidencies of founding leader Kenneth Kaunda to the incumbent Michael Sata - he uses his unique eyewitness experience to provide an inside view of a country in transition. He looks at the highs and lows of Zambia's political development: a purposeful beginning followed by many blunders; confusion, at times bordering on chaos, interspersed with flashes of sensible action and good work. This book provides a detailed examination of the major events in Zambia's history since independence and their effect on the country's development and progress, based on Sardanis's in-depth knowledge of Zambia and its people and the inner workings of its government.

Provides educators and facilitators with a comprehensive overview of the historical underpinnings and philosophical orientations of adult education and adult learning while attending to the various roles individuals play both within and beyond the formal constraints of the classroom. Pathways of Adult Learning opens up a dialogue about the many possible avenues toward knowledge sharing.

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