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## **Young-Chan Kim**

Student Ratings of Teacher Effectiveness Gary C. Stock, 1970

Handbook of Research on Student Engagement Amy L. Reschly, Sandra L. Christenson, 2022-10-19 The second edition of the handbook reflects the expanding growth and sophistication in research on student engagement. Editorial scope and coverage are significantly expanded in the new edition, including numerous new chapters that address such topics as child and adolescent well-being, resilience, and social-emotional learning as well as extending student engagement into the realm of college attendance and persistence. In addition to its enhanced focus on student engagement as a means for promoting positive youth development, all original chapters have been extensively revised and updated, including those focusing on such foundational topics related to student engagement as motivation, measurement, high school dropout, school reform, and families. Key areas of coverage include: Demography and structural barriers to student engagement. Developmental and social contexts of student engagement. Student engagement and resilience. Engaging students through effective academic instruction and classroom management. Social-emotional learning and student mental health and physical well-being. Student engagement across the globe, languages, and cultures. The second edition of the Handbook of Research on Student Engagement is the definitive resource for researchers, scientist-practitioners and clinicians as well as graduate students in such varied fields as clinical child and school psychology, social work, public health, educational psychology, teaching and teacher education, educational policy, and all interrelated disciplines.

**Social Policy in Britain** Pete Alcock, Lee Gregory, 2022-03-24 In this fifth edition of the best-selling core introductory textbook, Pete Alcock and Lee Gregory provide a comprehensive and engaging introduction to social policy. Continuing with the unbeaten narrative style and accessible approach of the previous editions, the authors explore the major topics of social policy in a clear and digestible way. By breaking down the complexities behind policy developments and their outcomes, the book demonstrates the relationship between core areas of policy and the society we live in. This new edition has been thoroughly revised and updated to cover the impact of Brexit and contains reflections on the implications of the Covid-19 pandemic for social policy. Each chapter contains comprehension activities to aid understanding, as well as helpful summary points and suggestions for further reading.

ECEL 2021 20th European Conference on e-Learning Prof. Dr.-Ing. Carsten Busch, Prof. Dr. Tilo Wendler , Martin

Steinicke i,2021-10-28

Evidence, Politics, and Education Policy Lorraine M. McDonnell, M. Stephen Weatherford, 2021-02-01 In Evidence, Politics, and Education Policy, political scientists Lorraine M. McDonnell and M. Stephen Weatherford provide an original analysis of evidence use in education policymaking to help scholars and advocates shape policy more effectively. The book shows how multiple types of evidence are combined as elected officials and their staffs work with researchers, advocates, policy entrepreneurs, and intermediary organizations to develop, create, and implement education policies. Evidence, Politics, and Education Policy offers an in-depth understanding of the political environment in which evidence is solicited and used. Two key case studies inform the book's findings. The primary case—a major, multimethod study—examines the development and early implementation of the Common Core State Standards at the national level and in four states: California, Indiana, Massachusetts, and Tennessee. A comparative case analyzes the evidence used in Congressional hearings over the twenty-year history of the Children's Health Insurance Program. Together, the two cases illustrate the conditions under which different types of evidence are used and, in particular, how federalism, the complexity of the policy problem, and the policy's maturity shape evidence use. McDonnell and Weatherford focus on three leverage points for strengthening the use of research evidence in education policy: integrating research findings with value-based policy ideas; designing policies with incentives for research use built into their rules and organizational structures; and training policy analysts to promote the use of research in policymaking venues.

Children's Lifeworlds in a Global City: Melbourne Clare Bartholomaeus, Nicola Yelland, 2023-05-05 This book examines the connections between policy, school experiences, and everyday activities of children growing up in the global city of Melbourne, Australia. It provides an in-depth consideration of Melbourne primary school children's lifeworlds, exploring everyday stories and practices inside and outside of school. This includes consideration of the diverse ways that educational "success" may be understood in the context of Melbourne, productively moving beyond a narrow focus only on academic achievement. Situated alongside policy and curriculum analysis, the book draws on research in Melbourne Year 4 primary school classrooms in the form of student-completed surveys, classroom ethnographies, and student responses to a learning dialogues activity, as well as video re-enactments of out-of-school life. Through this it explores key aspects of children's lifeworlds with a focus on school timetabling and pedagogical encounters, school engagement and belonging, and activities and everyday routines outside of school. This book offers a comprehensive and holistic exploration of children's lifeworlds in Melbourne, drawing connections between children's lives inside and outside of school, and the broader policy contexts.

**Disabled International Students in British Higher Education** Armineh Soorenian,2013-12-30 A wealth of evidence demonstrates that disabled domestic students experience disabling barriers in such areas as funding, pedagogy and social

life in Higher Education (HE). Research also indicates that non-disabled international students experience a wide range of cultural and linguistic difficulties throughout their university experience whilst studying in England. Nevertheless, there is a dearth of research concerning the specific experiences of disabled international students in English universities. With the increasing internationalisation of HE in the past two decades this is highly significant. Analysing disabled international students' accounts in British universities appears to be all the more pertinent due to the current austerity measures, which have impacted on the financial situation of Higher Education Institutions. Armineh Soorenian comments on the relevance of inclusive educational theories and policies within an increasingly internationalised HE system, with reference to disabled international students' experiences in England. The project is both timely and appropriate as there is an acute shortage of documentation on the application of policies for the inclusion of disabled students and disabled international students specifically in English universities. The findings identify key barriers in the four broad categories of (1) Information, Access and Funding; (2) Disability Services; (3) Learning and Teaching; and (4) Non-Disability Support Services such as accommodation and social life. The study provides an up-to-date snapshot of disabled international students' accounts and the multiple disadvantages they experience in their universities based on their identities as 'disabled', 'international' and sometimes 'mature' students. The author also draws on a number of insights which could contribute towards a more inclusive HE system. The implication of concentrating on disabled international students' experiences have direct ramifications, not only for this specific group, but also a wide range of students from diverse minority backgrounds who could gain from inclusive practices in education.

**Promote the Vote** Sunny Harris Rome,2021-12-03 This timely, relevant text is a comprehensive compendium of critical information about voting in the United States. It frames voting as an integral aspect of social work practice and provides concrete suggestions for how students can increase their involvement in expanding voter participation by marginalized groups. This book: Examines the current social and political context Introduces multiple perspectives on why voting matters Presents a brief history of voting rights in the United States Explains the nuts and bolts of campaigns and elections Discusses who votes and who doesn't, how people vote, and why Describes voter suppression tactics and identifies obstacles facing low-turnout groups Highlights strategies to expand voter participation Provides concrete examples of how students can help maximize voter participation Explores how voter engagement intersects with social work at all levels of professional practice. The only social work textbook devoted entirely to the topic of voting, Promote the Vote: Positioning Social Workers for Action is the ideal supplement for classes in social welfare policy, policy practice, human rights, and social justice. Filled with research findings, practical information, and case examples, this book provides social work students and professionals with the knowledge, strategies, and tools to engage clients and their communities in the electoral process. With voting rights quickly becoming a flashpoint in the struggle for equity and justice, now is the perfect time for this valuable resource.

NQT Wendy Jolliffe, David Waugh, 2017-05-08 'Don't smile until Christmas.' 'Never be afraid to ask for help.' 'Always accept a cup of tea when it's offered to you.' There's no shortage of tips, tricks and friendly advice for newly qualified teachers. But how can you separate the wheat from the chaff as you navigate your way through the first year on the job? Where do you go for sound, professional advice that is evidence-based and not just a short-term quick-fix that will later prove problematic? NQT: The Beginning Teacher's Guide to Outstanding Practice is your go-to companion throughout your NQT year. Written by teachers and teacher training experts, it guides you through your first year in teaching by extending your training and supporting you to keep learning. It covers areas NQTs say they need more support on including assessment, classroom behaviour and work-life balance and every chapter is linked to the Teachers' Standards and explores what they mean for you in the classroom.

Guidebook for Clerkship Directors - 5th edition Alliance for Clinical Education, 2023-07-21 Praise from JAMA for the 4th edition (2012): ... a must-read for the individual who has accepted the responsibility to direct a clinical clerkship for a medical school. Contents: 1. The Role of the Clerkship Director 2. Day-to-Day Management of a Clerkship 3. Vital Roles the Clerkship Administrator Plays in Medical Student Education 4. Directing a Clerkship Over Geographically Separate Sites 5. Medical Student Wellness in the Clerkship Year 6. The Clerkship Orientation 7. Creating a Clerkship Curriculum 8. Integrating Foundational Sciences in a Clerkship Curriculum 9. Instructional Methods and Strategies 10. Clinical Reasoning 11. Technology and the Clerkship Director 12. Simulation in Medical Education 13. Remediation for Struggling Clerkship Learners 14. Nurturing Medical Professionalism 15. Developing Ethical Physicians 16. Interprofessional Education 17. Assessment and Grading of Medical Students 18. Evaluation of Clerkship Teachers 19. Evaluating the Clerkship 20. The Clerkship Director's Practical Guide to Faculty Development 21. Developing Residents as Teachers 22. Career Development for Clinician Educators 23. Education Scholarship: A Primer for Clinical Educators 24. The Current State of Pre-Clerkship Clinical Skills Courses in the U.S. 25. Advising and Mentoring Medical Students 26. Longitudinal Medical Student Education 27. Continuum of Learning: Teaching Lifelong Learning Skills 28. The Clerkship Director and the Accreditation Process 29. Basic Legal Issues and Considerations for Clerkship Directors 30. The Fourth-Year Subinternship / Acting Internship 31. Health Systems Science for Clerkship Directors 32. Using Quality Improvement Concepts to Improve Educational Curricula

Student Practice Supervision and Assessment Jo Lidster, Susan Wakefield, 2021-10-13 Supervising and assessing students in practice is central to the nursing and midwifery role. Based around the NMC Standards for Student Supervision and Assessment (2018) and with a brand new chapter on coaching, this book will develop and enhance your knowledge and skills in order to support a wide range of students. Updated throughout to reflect what has been learned from the early roll-out of supervisory and assessor roles, this is the book you will keep returning to as you encounter different students and scenarios in your practice. Key features o New chapter on coaching o Each chapter is mapped to the 2018 NMC standards o Case

studies, activities and other learning features help you to translate theory into practice o Explores challenging issues such as students in difficulty o Considers the personal development of practice supervisors and assessors, whether new to this role or an experienced supervisor and assessor Dr Jo Lidster is Deputy Head of the Department of Nursing and Midwifery at Sheffield Hallam University Susan Wakefield is Head of the Department of Nursing and Midwifery at Sheffield Hallam University

Common Core Mathematics in a PLC at Workâ,,¢, Grades 3-5 Timothy D. Kanold,2012-04-12 This teacher guide illustrates how to sustain successful implementation of the Common Core State Standards for mathematics, grades 3-5. Discover what students should learn and how they should learn it at each grade level. Comprehensive research-affirmed analysis tools and strategies will help you and your collaborative team develop and assess student demonstrations of deep conceptual understanding and procedural fluency.

Other People's Children: What happens to those in the bottom 50% academically? Barnaby Lenon, 2018-04-30 In 2017 Barnaby Lenon, previously the head master of Harrow School, wrote a best-selling book about high-achieving state schools in England (Much Promise). Later that year he went on a tour of Further Education colleges and started to research the fortunes of those who do less well at school. In Other People's Children he writes about the state of vocational education in England and the implications of his findings for a post-Brexit economy.

### The Washington Post Index ,2009

Foundations of Information Policy Paul T. Jaeger, Natalie Greene Taylor, 2019-07-03 Foreword by Alan S. Inouye; Afterword by Nancy Kranich The first of its kind, this important new text provides a much-needed introduction to the myriad information policy issues that impact information professionals, information institutions, and the patrons and communities served by those institutions. In this key textbook for LIS students and reference text for practitioners, noted scholars Jaeger and Taylor draw from current, authoritative sources to familiarize readers with the history of information policy; discuss the broader societal issues shaped by policy, including access to infrastructure, digital literacy and inclusion, accessibility, and security; elucidate the specific laws, regulations, and policies that impact information, including net neutrality, filtering, privacy, openness, and much more; use case studies from a range of institutions to examine the issues, bolstered by discussion questions that encourage readers to delve more deeply; explore the intersections of information policy with human rights, civil rights, and professional ethics; and prepare readers to turn their growing understanding of information policy into action, through activism, advocacy, and education. This book will help future and current information professionals better understand the impacts of information policy on their activities, improving their ability to serve as effective advocates on behalf of their institutions, patrons, and communities.

Freedom to Learn Bruce Macfarlane, 2016-08-12 The freedom of students to learn at university is being eroded by a

performative culture that fails to respect their rights to engage and develop as autonomous adults. Instead, students are being restricted in how they learn, when they learn and what they learn by the so-called student engagement movement. Compulsory attendance registers, class contribution grading, group project work and reflective learning exercises based on expectations of self-disclosure and confession take little account of the rights of students or individual differences between them. This new hidden university curriculum is intolerant of students who may prefer to learn informally, are reticent, shy, or simply value their privacy. Three forms of student performativity have arisen - bodily, participative and emotional - which threaten the freedom to learn. Key themes include: A re-imagining of student academic freedom The democratic student experience Challenging assumptions of the student engagement movement An examination of university policies and practices Freedom to Learn offers a radically new perspective on academic freedom from a student rights standpoint. It analyzes the effects of performative expectations on students drawing on the distinction between negative and positive rights to re-frame student academic freedom. It argues that students need to be thought of as scholars with rights and that the phrase 'student-centred' learning needs to be reclaimed to reflect its original intention to allow students to develop as persons. Student rights - to non-indoctrination, reticence, in choosing how to learn, and in being treated like an adult - ought to be central to this process in fostering a democratic rather authoritarian culture of learning and teaching at university. Written for an international readership, this book will be of great interest to anyone involved in higher education, policy and practice drawing on a wide range of historical and contemporary literature related to sociology, philosophy and higher education studies.

Education and Technological Unemployment Michael A. Peters, Petar Jandrić, Alexander J. Means, 2019-04-29 This book examines the challenge of accelerating automation, and argues that countering and adapting to this challenge requires new methodological, philosophical, scientific, sociological, economic, ethical, and political perspectives that fundamentally rethink the categories of work and education. What is required is political will and social vision to respond to the question: What is the role of education in a digital age characterized by potential mass technological unemployment? Today's technologies are beginning to cost more jobs than they create – and this trend will continue. There have been many proposed solutions to this problem, and they invariably involve an educational vision. Yet, in a world that simply doesn't offer enough work for everyone, education is clearly not a panacea for technological unemployment. This collection presents responses to this question from a wide spectrum of disciplines, including but not limited to education studies, philosophy, history, politics, sociology, psychology, and economics.

Assessing English Language Proficiency in U.S. K-12 Schools Mikyung Kim Wolf,2020-05-31 Assessing English Language Proficiency in U.S. K-12 Schools offers comprehensive background information about the generation of standards-based, English language proficiency (ELP) assessments used in U.S. K-12 school settings. The chapters in this book address a

variety of key issues involved in the development and use of those assessments: defining an ELP construct driven by new academic content and ELP standards, using technology for K-12 ELP assessments, addressing the needs of various English learner (EL) students taking the assessments, connecting assessment with teaching and learning, and substantiating validity claims. Each chapter also contains suggestions for future research that will contribute to the next generation of K-12 ELP assessments and improve policies and practices in the use of the assessments. This book is intended to be a useful resource for researchers, graduate students, test developers, practitioners, and policymakers who are interested in learning more about large-scale, standards-based ELP assessments for K-12 EL students.

Taming Randomized Controlled Trials in Education Keith Morrison, 2020-07-07 There is a recent surge in the use of randomized controlled trials (RCTs) within education globally, with disproportionate claims being made about what they show, 'what works', and what constitutes the best 'evidence'. Drawing on up-to-date scholarship from across the world, Taming Randomized Controlled Trials in Education critically addresses the increased use of RCTs in education, exploring their benefits, limits and cautions, and ultimately questioning the prominence given to them. While acknowledging that randomized controlled trials do have some place in education, the book nevertheless argues that this place should be limited. Drawing together all arguments for and against RCTs in a comprehensive and easily accessible single volume, the book also adds new perspectives and insights to the conversation; crucially, the book considers the limits of their usefulness and applicability in education, raising a range of largely unexplored concerns about their use. Chapters include discussions on: The impact of complexity theory and chaos theory. Design issues and sampling in randomized controlled trials. Learning from clinical trials. Data analysis in randomized controlled trials. Reporting, evaluating and generalizing from randomized controlled trials. Considering key issues in understanding and interrogating research evidence, this book is ideal reading for all students on Research Methods modules, as well as those interested in undertaking and reviewing research in the field of education.

China's Engagement with the Islamic Nations Young-Chan Kim,2023-07-04 This book provides a critical insight into China's evolving socio-cultural relations with Islamic countries in the face of growing geopolitical uncertainty. It considers both the historical and socioeconomic aspects of China-Islamic countries relations to present a balanced analysis of the effectiveness of the Belt and Road Initiative (BRI) plan and the current and future evolution of cooperation. The book also sheds new light of the impact on individual economic sectors, considering both the micro- and macro-effects on various stakeholders as the global community navigates an increasingly precarious power struggle between dominant world powers. The book presents contributions from a variety of fields to provide a multi-faceted breakdown of the challenges that remain for the myriad of relationships in the years to come.

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