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The book is a cutting-edge contribution to the debate which has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world of work. The book provides concrete examples of the vocationalisation of secondary education, with particular reference to the situation in Africa. The target audience for the book includes policy-makers, practitioners, administrators, education planners, researchers, teachers and teacher educators with a concern about the relationship between secondary education and education for the world of work (with particular reference to technical and vocational education and training - TVET.) The book appears in the Springer book series on 'Technical and Vocational Education and Training: Issues, Concerns and Prospects' and compliments the 'International Handbook of Technical and Vocational Education and Training' and other publications in the 'International Library of TVET' all of which are publications of the 'UNESCO-UNEVOC International Centre for TVET' in Bonn, Germany

This longitudinal, qualitative, multi-case study examines the mathematical experiences of three Bahamian students pursuing science degrees in American universities and its relationship to their previous mathematical experiences in their Bahamian high schools. Drawing on cultural psychology and sociocultural theories of learning, this study found that the relationship between the academic preparedness of the participants on their experiences with collegiate mathematics is not limited to subject content only. The lessons learnt from the implied curriculum also play a role in their experiences with collegiate mathematics. Of the three participants, two have had to learn/develop techniques for studying because they had not been sufficiently challenged in their previous environments to do so. Each of the cases also highlights some powerful constructs needed for success in mathematics and at least two emphasize making connections between concepts, procedures, manipulatives/tools and multiple approaches when solving problems. This study contributes to an emerging area of research on student persistence in college-level mathematics courses as well as to the ongoing discussions in mathematics education regarding the role/importance of conceptual understanding and how to promote it. The study makes visible some of the ways in which students' post-secondary experiences with mathematics are shaped by their perception of their mathematical preparation, thus providing a basis for discussions of possible curricular change in the Bahamas. It also suggests that issues such as confidence and school/teacher expectations of students may play a role in the development of conceptual understanding.

Practicing Mathematics for BGCSE Success was designed specifically for seniors sitting the Mathematics BGCSE examination. This book is the first of 3 resources used in preparation for the exam. It provides practice questions typically found on paper 1 of the examination. The concept of 'practicing' helps students to become more familiar with the topics covered, and hence it is believed that it leads to better success in the exam. Students are highly encouraged to purchase books 1,2 and 3 for maximum results. This series is authored by Mrs. Paula Burrows, a Mathematics teacher employed by the Ministry of Education in the Bahamas for the past 20 years.

Study & Master Mathematical Literacy Grade 11 has been especially developed by an experienced author team according to the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Mathematical Literacy. The comprehensive Learner's Book includes: * thorough coverage of the basic skills topics to lay a sound foundation for the development of knowledge, skills and concepts in Mathematical Literacy * margin notes to assist learners with new concepts - especially Link boxes, that refer learners to the basic skills topics covered in Term 1, Unit 1-16 * ample examples with a strong visual input to connect Mathematical Literacy to everyday life.

Theorising STEM Education in the 21st Century is a book that captures the essence of Science, Technology, Engineering and Mathematics and the intricacies of STEM education in the contemporary society. It explores STEM as an interdisciplinary field as well as the individual disciplines that make up STEM. This ensures the field of STEM as a whole is theorised. The book provides critical insight on STEM education from Cairo to Cape Town or from America to Indonesia. With a team of authors from universities across the world, the book is a vital contribution to critical scholarship on STEM education in contemporary times.

GCSE Chemistry features relevant up-to-date material, including Internet research activities, photos, diagrams and illustrations in full colour. The revised second edition includes expanded coverage of the development of scientific ideas, as well as further information on topics such as instrumental techniques for identifying elements and compounds, the effects of plate tectonics, colloids and carboxylic acids. There is additional material on the technological applications of chemistry, and questions have been updated.

A student-friendly and engaging resource for the 2016 Edexcel GCSE Geography B specification, this brand new course is written to match the demands of the specification. As well as providing thorough and rigorous coverage of the spec, this book is designed to engage students in their learning and to motivate them to progress.

Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

After retiring from a lifetime of teaching literature, Patricia Meyer Spacks embarked on a year-long project of rereading dozens of novels: childhood favorites, fiction first encountered in young adulthood and never before revisited, books frequently reread, canonical works of literature she was supposed to have liked but didn't, guilty pleasures (books she oughtn't to have liked but did), and stories reread for fun vs. those read for the classroom. On Rereading records the sometimes surprising, always fascinating, results of her personal experiment. Spacks addresses a number of intriguing questions raised by the purposeful act of rereading: Why do we reread novels when, in many instances, we can remember the plot? Why, for example, do some lovers of Jane Austen's fiction reread her novels every year (or oftener)? Why do young children love to hear the same story read aloud every night at bedtime? And why, as adults, do we return to childhood favorites such as The Hobbit, Alice in Wonderland, and the Harry Potter novels? What pleasures does rereading bring? What psychological needs does it answer? What guilt does it induce when life is short and there are so many other things to do (and so many other books to read)? Rereading, Spacks discovers, helps us to make sense of ourselves. It brings us sharply in contact with how we, like the books we reread, have both changed and remained the same.