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The Psychology of Arithmetic - Edward L. Thorndike 2022-08-01
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Action Research - Jack Whitehead 2006-04-27

In Action Research: Living Theory, Jack Whitehead and Jean McNiff set out their vision of what action research should be and can be in the 21st century.

Dropping Out from School - Frances M. Hunt 2008

Factors contributing to academic performance of students in a Junior High School - Anthony Abaidoo 2018-11-22

Bachelor Thesis from the year 2018 in the subject Pedagogy - School System, Educational and School Politics, grade: 5 (GHA-System), University of Education (Distance Learning), course: Post Graduate Diploma in Education, language: English, abstract: Students' academic performance is a key feature in education. This study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of Junior High Students (JHS) in a Basic School which is in the Gomo-East District in the Central Region of Ghana. The mixed and descriptive research design was used and a sample size of 87 respondents (79 students and 8 teachers) were selected through random sampling technique. The findings revealed that the average academic performance (47.0%) of the JHS students in the Basic School is weak and their performance in Mathematics (average score of 31.48%) and English Language (average score of 39.99%) is a fail. It was noticed that student factors that contribute to an improvement in academic performance include; regular studying, self-motivation, punctuality and regular class attendance, hard-work and interest in a subject. The teacher factors were completion of syllabus, use of TLM's, frequent feedback to students and given students special attention. Per the findings, parent factors which was very key was parent showing concern in their children's academics and providing them their academic needs. School factors that were significant included availability of text books and TLM's. The study also found that parent level of education and gender has a positive relationship with academic performance but it's insignificant. However, age has a positive significant (5% significance level) relationship with academic performance. Based on findings, the study recommends that there should be strict monitoring on teachers to vary their teaching methods to suit their needs of the students and also to provide the students with constant feedback on their academic performance. Again, the students should be motivated and orientated to take ownership of their studies by having regular studies and attending school during school days.

The Dilemma of a Ghost ; Anowa - Ama Ata Aidoo 1987

Dilemma of a Ghost When Ato returns to Ghana from his studies in North America he brings with him a sophisticated black American wife. But their hopes of a happy marriage and of combining 'the sweetness and loveliest things in Africa and America' are soon shown to have been built on an unstable foundation.

Teacher Education at the Edge - Tonya Huber 2019-12-01

International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all." The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as

interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places and perspectives shaping Education 2030 outcomes. Education 2030 topics of interest include, but are not limited to, • Improving access to quality early childhood development, care, and pre-primary education; • Ensuring equal access for all women and men to affordable and quality education; • Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods; • Ensuring equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations; • Achieving levels of literacy and numeracy required to engage in communities and employment; • Acquiring the knowledge and skills needed to promote sustainable development, including: * Human right * Gender equality, * Promotion of a culture of peace and non-violence, * Global citizenship education, * The appreciation of cultural diversity and of culture's contributions to sustainable development, • Providing safe, non-violent, inclusive and effective learning environments for all; • Recruiting, preparing, supporting, and retaining quality teachers.

The Role of Nongovernmental Organizations in Primary Education - 2001

Nongovernmental organizations working in education in India are professional resource centers and innovators able to teach children who are educationally disadvantaged. The Indian government could improve the effectiveness of primary education by increasing its collaboration with such organizations.

Numeracy Across the Curriculum - Merrilyn Goos 2020-07-16

Being numerate involves more than mastering basic mathematics. Numeracy connects the mathematics learned at school with out-of-school situations that require capabilities such as problem solving, critical judgment, and sense-making related to non-mathematical contexts. This book provides prospective and practising teachers with practical, research-based strategies for embedding numeracy across the primary and secondary school curriculum. Based on the authors' ten-year research program, the text explains what numeracy is and how numeracy has developed as an educational goal. It describes in detail the five dimensions of the authors' model: attention to real-life contexts; application of mathematical knowledge; use of physical, representational and digital tools; the promotion of positive dispositions towards the use of mathematics to solve problems encountered in day-to-day life; and a critical orientation to interpreting mathematical results and making evidence-based judgements. There is guidance on how to embed numeracy across all subjects within the curriculum, how to assess numeracy learning and how to deal with challenges and dilemmas including working with discipline boundaries and developing support resources. Featuring practical examples and case studies throughout, this book will build pre-service teacher confidence, demystify common misconceptions and grounds theory into practice in this vital area of student competency. 'The authors of this text are recognised authorities on numeracy. They have engaged heavily in numeracy research over many years and this text reflects the depth of their understanding and knowledge.' - Geoff Hilton, University of Queensland

The Strategic Management of College Enrollments - Don Hossler 1990-11-16

Building comprehensive enrollment management systems, understanding and designing information systems by Nick Vesper. Case study: how information systems support enrollment management by Mariea T. Noblitt. Enrollment management in action by Barry Abrams, Marsha Krotseng, Don Hossler. Tailoring enrollment management to institutional needs : advice to campus leaders by John P. Bean, Don Hossler. Selections from Regional Press - 1999

Irony and Outrage - Dannagal Goldthwaite Young 2020

This text explores the aesthetics, underlying logics, and histories of two

seemingly distinct genres - liberal political satire and conservative opinion talk - making the case that they should be thought of as the logical extensions of the psychology of the left and right, respectively.

Negotiating Critical Literacies with Teachers - Vivian Maria Vasquez 2013-03-05

How can teacher educators engage pre-service and in-service teachers in learning about and framing their teaching from a critical literacy perspective? What does this mean? Why is it important? To address these questions, this book offers a theoretical framework and detailed examples, pedagogical resources, and insights into ways to build critical literacies with teachers in and out of school. Its unique contribution is to bridge critical literacy theory and teacher education. Participants in teacher education programs and professional development settings are often reminded of the need to build curriculum using children's inquiry questions, passions and interests but generally this message is delivered only through telling (lectures) or showing (examples from other people's classrooms). This book advances critical literacy by explaining and illustrating how teacher educators can do much more—by creating opportunities for pre-service and in-service teachers to "live critical literacies" through experiencing firsthand what it is like to be a learner where the curriculum is built around teachers' own inquiry questions, passions, and interests.

Mathematics for Junior High Schools in West Africa - Robert Akumbobe 2015-08-31

Exam Revision from the year 2015 in the subject Mathematics For Pre-University Students, , language: English, abstract: Preparing for exams in Mathematics has been a thorny issue especially for students at the lower levels. This is a question and answer book for students preparing for Basic School Certificate Examinations in West Africa. Every exercise is explained in order to guide the reader.

The History of Education in Ghana - C.K. Graham 2013-01-11

Published in the year 1971, The History of Education in Ghana is a valuable contribution to the field of History.

Transformative Research and Evaluation - Donna M. Mertens 2008-10-29

From distinguished scholar Donna M. Mertens, this core book provides a framework for making methodological decisions and conducting research and evaluations that promote social justice. The transformative paradigm has emerged from - and guides - a broad range of social and behavioral science research projects with communities that have been pushed to the margins, such as ethnic, racial, and sexual minority group members and children and adults with disabilities. Mertens shows how to formulate research questions based on community needs, develop researcher-community partnerships grounded in trust and respect, and skillfully apply quantitative, qualitative, and mixed-methods data collection strategies. Practical aspects of analyzing and reporting results are addressed, and numerous sample studies are presented. An ideal core book for graduate courses, or practitioner resource, the book includes: Commentary on the sample studies that explains what makes them transformative. Explanations of key concepts related to oppression, social justice, and the role of research and evaluation. Questions for Thought to stimulate critical self-reflection and discussion. Advance chapter organizers and chapter summaries. The book is intended for graduate students in psychology, education, social work, sociology, and nursing, as well as practicing researchers and program evaluators. It will serve as a core book or supplement in Research Methods, Program Evaluation, and Community Psychology courses.

The Impacts of Language and Literacy Policy on Teaching Practices in Ghana - Philomena Osseo-Asare 2021-03-16

This text critically examines changes in Ghanaian language and literacy policy following independence in 1957 to consider its impacts on early literacy teaching. By adopting a postcolonial theoretical perspective, the text interrogates the logic behind policy changes which have prioritised English, local language, or biliteracy. It draws on data from interviews with teachers and researcher observation to demonstrate how policies have influenced teaching and learning. Dr Osseo-Asare's findings inform the development of a conceptual framework which highlights the socio-cultural factors that impact the literacy and biliteracy of young children in Ghana, offering solutions to help teachers combat the challenges of frequent policy changes. This timely monograph will prove to be an essential resource not only for researchers working on education policies, teacher education, and English-language learning in postcolonial Ghana but also for those looking to identify the thematic and methodological nuances of studying literacy and education in postcolonial contexts.

Teaching for Experiential Learning - Scott D. Wurdinger 2009-12-16

This book describes how to change the way in which educators conduct business in the classroom. Our current educational systems lack ways to reach today's learners in relevant, meaningful ways. The five approaches in this book inspire and motivate students to learn. The authors provide in-depth descriptions into these overlapping approaches for experiential learning: active learning, problem-based learning, project-based learning, service learning, and place-based education. Each of these five approaches includes an element of student involvement and attempts to engage students in solving problems. The chapters are presented in a consistent, easy-to-read format that provides descriptions, history, research, ways to use the approach, and resources. This book will help educators transform their classrooms into dynamic learning environments.

Equity Pedagogy - KALISHA. WALDON 2017

School Accountability - Williamson M. Evers 2002

Scholars from history, economics, political science, and psychology describe the present state of school accountability, how it evolved, how it succeeded and failed, and how it can be improved. They review the history behind the ongoing conflict between educators and policymakers over accountability and testing, describe various accountability schemes, and analyze the costs of accountability. Case studies of three states with strong school systems compare how accountability works in practice. Evers is a research fellow at the Hoover Institution. Annotation (c)2003 Book News, Inc., Portland, OR (booknews.com).

Cracking the code - UNESCO 2017-09-04

This report aims to 'crack the code' by deciphering the factors that hinder and facilitate girls' and women's participation, achievement and continuation in science, technology, engineering and mathematics (STEM) education and, in particular, what the education sector can do to promote girls' and women's interest in and engagement with STEM education and ultimately STEM careers.

Standards-Based Physical Education Curriculum Development - Jacalyn Lund 2011-04-21

New and Key Features of the Third Edition: Includes a new Chapter 2, International Perspectives on the Implementation of Standards Includes a new Chapter 4, Building the Curriculum Includes a new Chapter 6, Creating Curricular Assessments Discusses the process of designing a standards-based curriculum by developing goals that are based on a sound philosophy Explores assessment and the importance of documenting students progress toward the standard Examines how teachers can provide students with opportunities to achieve their learning goals through challenging and motivating choices.

Influences of Social Media on Adolescent Mental Health in Ghana - Gilbert Arhinful Aidoo 2019-10-16

Seminar paper from the year 2019 in the subject Communications - Public Relations, Advertising, Marketing, Social Media, University of Ghana, Legon, language: English, abstract: In Ghana, information about social media influences on adolescent users' behaviour is dearth. Any empirical assessment of social media influences on adolescent mental health is largely lacking. Furthermore, there is limited or no policy or legal framework regarding access and use of social media platforms in Ghana. More so, most of the few empirical studies on social media usage in Ghana have focused on access, purpose, benefits and risks and impacts on academic performance of tertiary, secondary and basic school students. It is against this backdrop that the current study comes to examine the actual influences of social media on adolescent mental health and overall policy implications in Ghana. The researcher examines the trend in social media use, the main impacts of social media use on adolescents and major influences of social media use on mental health of adolescents in Ghana. The study will contribute immensely to existing knowledge on social media use among Ghanaian youth. The results may also inform national policy on effective and responsible use of social media in order to mitigate associated risks of social media use on Ghanaian adolescents. Social media has become a common avenue for social networking in a virtual public, which allows people to create and consume their own information on any e-medium that sanctions social interfacing. It includes online platforms such as social networking, internet fora, blogs and microblogs, photo or video sharing media, crowdsourcing and virtual games. These media present both opportunities and challenges to users. The use of social media by especially adolescents may enhance communication and socialization, learning opportunities, and access to important health information. But it may also promote dissemination of inaccurate and misleading i

Tradition and Change in Ghana - G. K. Nukunya 2003

Asante Twi - Jessica Osei Tawiah 2017

Daily Graphic - Ransford Tetteh 2014-04-15

Academic Literacy Development - Laura-Mihaela Muresan 2021-03-11

This edited book brings together an international cast of contributors to examine how academic literacy is learned and mastered in different tertiary education settings around the world. Bringing to the fore the value of qualitative enquiry through ethnographic methods, the authors illustrate in-depth descriptions of genre knowledge and academic literacy development in first and second language writing. All of the data presented in the chapters are original, as well as innovative in the field in terms of content and scope, and thought-provoking regarding theoretical, methodological and educational approaches. The contributions are also representative of both novice and advanced academic writing experiences, providing further insights into different stages of academic literacy development throughout the career-span of a researcher. Set against the backdrop of internationalisation trends in Higher Education and the pressure on multilingual academics to publish their research outcomes in English, this volume will be of use to academics and practitioners interested in the fields of Languages for Academic Purposes, Applied Linguistics, Literacy Skills, Genre Analysis and Acquisition and Language Education.

Flamingo Social Studies for Junior High Schools - 2014

Literacy Teacher Educators - Clare Kosnik 2013-04-19

Literacy Teacher Educators: Preparing Teachers for a Changing World brings together the perspectives of 26 literacy/English teacher educators from four countries: Canada, U.S., UK, and Australia. In this unique text the contributors, of whom many are renowned experts in critical literacy and multiliteracies, provide readers with an overview of trends in literacy/English teacher education. The chapters begin with authors' personal stories and current research, giving readers insight into the personal and professional worlds of the contributors. Included in each chapter is a rich description of approaches to literacy instruction in teacher education. These exemplary teacher educators show in concrete detail how they are addressing our evolving understanding of literacy. This timely text, written in a highly engaging style, will be of value to teacher educators throughout the world. I have never read anything quite like this book. It contains explicit representations of the conceptual frames and work of distinguished literacy teacher educators at various stages in their careers, accounts that provide a strong counter-narrative to the mainstream discourse in policy and education, that fully embrace the uncertainties and complexities of practice." From the Forward by Susan L. Lytle, Professor Emerita of Education in the Graduate School of Education, University of Pennsylvania

Creativity and Innovation in Times of Crisis (COVID-19) - Roni Reiter-Palmon 2022-04-06

Linguistics and Language Behavior Abstracts - 1985

Influences of the IEA Civic and Citizenship Education Studies -

Barbara Malak-Minkiewicz 2021-05-26

This open access book identifies the multiple ways that IEA's studies of civic and citizenship education have contributed to national and international educational discourse, research, policymaking, and practice. The IEA International Civic and Citizenship Education Study (ICCS), first conducted in 2009, was followed by a second cycle in 2016. The project was linked to the earlier IEA Civic Education Study (CIVED 1999, 2000). IEA's ICCS remains the only large-scale international study dedicated to formal and informal civic and citizenship education in school. It continues to make substantial contributions to understanding the nature of the acquired civic knowledge, attitudes, and participatory skills. It also discusses in-depth how a wide range of countries prepare their young people for citizenship in changing political, social, and economic circumstances. The next cycle of ICCS is planned for 2022. In this book, more than 20 national representatives and international scholars from Europe, Latin America, Asia, and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999/2000 have been used to improve nations' understanding of their students' civic knowledge, beliefs, attitudes, current civic-related behaviors, and intentions for future participation in a comparative context. There are also chapters summarizing the secondary analysis of those studies' results indicating their usefulness for educational improvement and reflecting on policy issues. The analyses and

reflections in this book provide timely insight into international educational discourse, policy, practice, and research in an area of education that is becoming increasingly important for many societies. *Leadership Practices Inventory* - James M. Kouzes 2017

Flamingo Social Studies for Junior Secondary Schools - Ahmed Ibrahim 2005*

Microfoundations of the Arab Uprisings - Frédéric Volpi 2018

Cover -- Table of Contents -- Preface -- Introduction -- Rethinking Mobilization after the Arab Uprisings -- James M. Jasper and Frédéric Volpi -- 1. The Social Life of Contentious Ideas -- Piracy and Unruly, Translocal Appropriation in the Arab Uprisings and Beyond -- John Chalcraft -- 2. Routines and Ruptures in Anti-Israeli Protests in Jordan -- Jillian Schwedler -- 3. Shaping Contention as a Salafi Movement -- The Rise and Fall of Ansar al-Sharia in Post-Revolutionary Tunisia -- Frédéric Volpi -- 4. Contingency and Agency in a Turning Point Event -- March 18, 2011, in Daraa, Syria -- Wendy Pearlman -- 5. It Takes Two (or More) to Tango -- The Local Coproduction of the Alexandrian Revolutionary Moment -- Youssef El Chazli -- 6. Violence, Social Actors, and Subjectivation in the Egyptian Revolution -- Farhad Khosrokhavar -- Conclusion -- Unruly Protest -- Charles Kurzman -- Index
Junior Graphic - Mavis Kitcher (Mrs) 2014-04-02

Student Engagement and Achievement in American Secondary Schools - Fred M. Newmann 1992

In 1985 the federal government funded two 5-year centres to conduct research on effective schools. *Student Engagement and Achievement in American Secondary Schools* presents the findings of one of these studies, as carried out by the National Center of Effective Secondary Schools located at the University of Wisconsin-Madison. Editor Fred M. Newmann and the other contributors to this study examine existing research, detail their own findings, and propose concrete strategies for improving students' achievement in secondary schools.

Social Studies Paper I & II - Ben N. Nyumu 2016

Beyond Growth - Herman E. Daly 2014-09-30

"Daly is turning economics inside out by putting the earth and its diminishing natural resources at the center of the field . . . a kind of reverse Copernican revolution in economics." --Utne Reader "Considered by most to be the dean of ecological economics, Herman E. Daly elegantly topples many shibboleths in *Beyond Growth*. Daly challenges the conventional notion that growth is always good, and he bucks environmentalist orthodoxy, arguing that the current focus on 'sustainable development' is misguided and that the phrase itself has become meaningless." --Mother Jones "In *Beyond Growth*, . . . [Daly] derides the concept of 'sustainable growth' as an oxymoron. . . . Calling Mr. Daly 'an unsung hero,' Robert Goodland, the World Bank's top environmental adviser, says, 'He has been a voice crying in the wilderness.'" --G. Pascal Zachary, *The Wall Street Journal* "A new book by that most far-seeing and heretical of economists, Herman Daly. For 25 years now, Daly has been thinking through a new economics that accounts for the wealth of nature, the value of community and the necessity for morality." --Donella H. Meadows, *Los Angeles Times* "For clarity of vision and ecological wisdom Herman Daly has no peer among contemporary economists. . . . *Beyond Growth* is essential reading." --David W. Orr, Oberlin College "There is no more basic ethical question than the one Herman Daly is asking." --Hal Kahn, *The San Jose Mercury News* "Daly's critiques of economic orthodoxy . . . deliver a powerful and much-needed jolt to conventional thinking." --Karen Pennar, *Business Week* Named one of a hundred "visionaries who could change your life" by the Utne Reader, Herman Daly is the recipient of many awards, including a Grawemeyer Award, the Heineken Prize for environmental science, and the "Alternative Nobel Prize," the Right Livelihood Award. He is professor at the University of Maryland's School of Public Affairs, and coauthor with John Cobb, Jr., of *For the Common Good*.

Ama Ata Aidoo, The Dilemma of a Ghost - Jane W. Grant 1980

Concept Mapping in Mathematics - Karoline Afamasaga-Fuata'i 2009-04-21

Concept Mapping in Mathematics: Research into Practice is the first comprehensive book on concept mapping in mathematics. It provides the reader with an understanding of how the meta-cognitive tool, namely, hierarchical concept maps, and the process of concept mapping can be used innovatively and strategically to improve planning, teaching,

learning, and assessment at different educational levels. This collection of research articles examines the usefulness of concept maps in the educational setting, with applications and examples ranging from primary grade classrooms through secondary mathematics to pre-service teacher education, undergraduate mathematics and post-graduate mathematics education. A second meta-cognitive tool, called vee diagrams, is also critically examined by two authors, particularly its value in improving mathematical problem solving. Thematically, the book flows from a historical development overview of concept mapping in the sciences to applications of concept mapping in mathematics by teachers and pre-service teachers as a means of analyzing mathematics topics, planning for instruction and designing assessment tasks including applications by school and university students as learning and review tools. This book provides case studies and resources that have been field tested with school and university students alike. The findings presented have implications for enriching mathematics learning and making

problem solving more accessible and meaningful for students. The theoretical underpinnings of concept mapping and of the studies in the book include Ausubel's cognitive theory of meaningful learning, constructivist and Vygotskian psychology to name a few. There is evidence particularly from international studies such as PISA and TIMSS and mathematics education research, which suggest that students' mathematical literacy and problem solving skills can be enhanced through students collaborating and interacting as they work, discuss and communicate mathematically. This book proposes the meta-cognitive strategy of concept mapping as one viable means of promoting, communicating and explicating students' mathematical thinking and reasoning publicly in a social setting (e.g., mathematics classrooms) as they engage in mathematical dialogues and discussions. Concept Mapping in Mathematics: Research into Practice is of interest to researchers, graduate students, teacher educators and professionals in mathematics education.