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Shirley Clarke

One Year of School Disruption ,2021

COVID-19 and Schools: What We Can Learn from Six Months of Closures and Reopening ,2020

Calling for an Education Knowledge Bridge: A White Paper to Advance Evidence Use in Education ,2021

The Post Covid Recovery Imperative: Five Essential Leadership Lessons for Closing the Learning Gap ,2022

The Wiley Handbook of Global Educational Reform Kenneth J.

Saltman,Alexander J. Means,2018-08-30 The Wiley Handbook of Global Educational Reform examines educational reform from a global perspective. Comprised of approximately 25 original and specially commissioned essays, which together interrogate educational reform from a critical global and transnational perspective, this volume explores a range of topics and themes that fully investigate global convergences in educational reform policies, ideologies, and practices. The Handbook probes the history, ideology, organization, and institutional foundations of global educational reform movements; actors, institutions, and agendas; and local, national, and global education reform trends. It further examines the “new managerialism” in global educational reform, including the standardization of national systems of educational governance, curriculum, teaching, and learning through the rise of new systems of privatization, accountability, audit, big-data, learning analytics, biometrics, and new technology-driven adaptive learning models. Finally, it takes on the subjective and intersubjective experiential dimensions of the new educational reforms and alternative paths for educational reform tied to the ethical imperative to reimagine education for human flourishing, justice, and equality. An authoritative, definitive volume and the first global take on a subject that is grabbing headlines as well as preoccupying policy makers, scholars, and teachers around the world Edited by distinguished leaders in the field Features contributions from an illustrious list of experts and scholars The Wiley Handbook of Global Educational Reform will be of great interest to scholars and graduate students of education throughout the world as well as the policy makers who can institute change.

Learning, Marginalization, and Improving the Quality of Education in Low-income Countries Daniel A. Wagner,Nathan M. Castillo,SuzanneGrant Lewis,2022-02-21 Improving learning evidence and outcomes for those most in need in developing countries is at the heart of the United Nations’ Sustainable Development Goal on Education (SDG4). This timely volume brings together contributions on current empirical research and analysis of emerging trends that focus on improving the quality of education through better policy and practice, particularly for those who need improved ‘learning at the bottom of the pyramid’ (LBOP). This volume brings together academic research experts, government officials and field-based practitioners. National and global experts present multiple broad thematic papers – ranging from the effects of migration and improving teaching to the potential of educational technologies, and better metrics for understanding and financing education. In addition, local experts, practitioners and policymakers describe their own work on LBOP issues being undertaken in Kenya, India, Mexico and Ivory Coast. The contributors argue persuasively that learning equity is a moral imperative, but also one that will have educational, economic and social impacts. They further outline how achieving SDG4 will take renewed and

persistent effort by stakeholders to use better measurement tools to promote learning achievement among poor and marginalized children. This volume builds on the second international conference on Learning at the Bottom of the Pyramid (LBOP2).^{*} It will be an indispensable resource for policymakers, researchers and government thinktanks, and local experts, as well as any readers interested in the implementation of learning equity across the globe.

^{*}The first volume Learning at the Bottom of the Pyramid (LBOP1), may be obtained at: <http://www.iiep.unesco.org/en/learning-bottom-pyramid-4608>

Educational Research and Innovation Who Really Cares about Using Education Research in Policy and Practice? Developing a Culture of Research Engagement OECD, 2023-07-28 In today's dynamic and rapidly evolving world, evidence-informed decision-making has emerged as a cornerstone in guiding effective education policy and practice. In particular, creating a culture of research engagement is often highlighted as a key ingredient to strengthening the impact of research. However, it is not always clear how that works in practice.

Reimagining Border in Cross-border Education Neeta Inamdar, Pranjali Kirloskar, 2023-08-14 Universities are inherently and definitionally universal in their quest for the creation and dissemination of knowledge. They are set to defy borders that exist in parochial forms. Globalization which opened up borders has by design or default created inequalities and imbalances in knowledge systems. Undoubtedly, knowledge is power but there is difference in the power that is intrinsic to it and the power that is ascribed which is determined by dominant political and economic hierarchies. If knowledge predominantly flows from global north to global south, people seeking knowledge move from global south to global north. These imbalances are also seen within these regions, between cultures and communities, one claiming superiority over the other. These realities call for a reassessment of not only what constitutes knowledge, but also what encompasses the idea of borders. This book elaborates on the inclusive role of education that can act as an equalizer or as a catalyst for creating a level playing field across borders. Print edition not for sale in South Asia (India, Sri Lanka, Nepal, Bangladesh, Pakistan and Bhutan)

A Little Guide for Teachers: Formative Assessment Shirley Clarke, 2020-11-04 Bridging the gap between research and practice A Little Guide for Teachers: Formative Assessment gives teachers practical tried and tested strategies to put formative assessment into action in their classrooms. The Little Guide for Teachers series is little in size but BIG on all the support and inspiration you need to navigate your day to day life as a teacher. · Authored by experts in the field · Easy to dip in-and-out of · Interactive activities encourage you to write into the book and make it your own · Fun engaging illustrations throughout · Read in an afternoon or take as long as you like with it!

Access to Higher Education Anna Mountford-Zimdars, Neil Harrison, 2016-11-18 How do we understand and explain who has access to higher education? How do we make sense of persisting and new forms of inequality? How can global, national and institutional policymakers and practitioners make higher education more inclusive? Access to Higher Education: Theoretical perspectives and contemporary challenges seeks to update thinking on these questions, combining new voices and emerging perspectives with established writers in the field. This pioneering text highlights the contribution of

social theory to issues of access to education, with chapters introducing and drawing on the works of key interdisciplinary thinkers including Pierre Bourdieu, Margaret Archer, Amartya Sen and Herbert Simon. It then moves to examines how theoretical perspectives can be applied to the contemporary challenges of forging more equal access, with examples drawn from a wide range of contexts, including the UK, the US, Australia, South Africa and Japan. Global in scope, this book documents the shared nature of the access challenge in a period when higher education is growing rapidly, but inequalities continue to be stark. It concludes by proposing a new direction for research and a reassertion of the role of the researcher as a social activist for disconnected and disadvantaged groups, equipped with the thinking tools needed to move the agenda forward. Access to Higher Education is a rigorous text for the global research community, with relevance to policymakers, practitioners and postgraduate students interested in social justice and social policy. It provides those with an academic interest in access and a commitment to enhancing policy with theoretical and practical ideas for moving the access agenda forward in their institutional, regional or national contexts.

Education in Africa African Union, UNESCO Office Dakar and Regional Bureau for Education in Africa, 2023-02-14

Financial Education for Youth The Role of Schools OECD, 2014-04-07 This publication addresses the challenges linked to the introduction of financial education in schools, provides practical guidance and case studies to assist policy makers, as well as a comparative analysis of existing learning frameworks.

Handbook of Education Policy Gerard A. Postiglione, Christopher J. Johnstone, Wesley R. Teter, 2023-01-20 This insightful Handbook is an essential guide to educational policy around the world. As shifting geopolitics, intensified climate change, and widening economic inequalities persist, the need for informed educational policy is critical.

Educational Research and Innovation Who Cares about Using Education Research in Policy and Practice? Strengthening Research Engagement OECD, 2022-07-18 Across the OECD, enormous effort and investment has been made to reinforce the quality, production and use of education research in policy and practice. Despite this, using research in education remains a challenge for many countries and systems.

Revolution of the Right to Education A. Reis Monteiro, 2021-07-19 In *Revolution of the Right to Education*, A. Reis Monteiro offers an interdisciplinary and topical introduction to the International Education Law, broadly defined, striving to explain why the normative integrity of the right to education carries far-reaching revolutionary significance.

Inclusive Education at the Crossroads Philippa Gordon-Gould, Garry Hornby, 2023-03-09 *Inclusive Education at the Crossroads* explores the short and long-term effectiveness of government plans to reform policy for special needs education, confronting difficult questions on policies about inclusion and suggesting alternative ways forward for achieving more effective education of children with special educational needs and disabilities (SEND). Inclusion has been a central concern for education systems globally for over three decades. However, has preoccupation with inclusion been at the expense of effective education for children with SEND? Where do policies for inclusion lead, and do they amount to the special education reform that is

needed? What do the worldwide experiences of inclusion and special education reveal about how to improve the quality of education systems for all children in the future? How effective is provision for children with SEND today? Through this informative and topical book, Gordon-Gould and Hornby shine an interrogating spotlight on current provision for SEND and ask if current legislation and policy inadvertently reinforce problems; if they cause many children with SEND to fall short of their potential, as well as preventing many schools from improving their levels of overall academic attainment. *Inclusive Education at the Crossroads* provides theory and research for teachers, school leaders, governors, policy makers, researchers, parents, post graduate students and anyone seeking practical solutions to meeting the needs of pupils with SEND in any global context. It will encourage open debate about the essence of educational inclusion in order to stimulate creative thinking among all stakeholders.

Contrasting School Culture and Education V. Sucharita, 2023-05-31 This book presents a comparative ethnographic understanding of government and low-fee private schools in India within the context of ever-increasing privatization and commercialization of education and the growing presence of non-state actors. Drawing on rich empirical data, the book provides an ethnographic account of a government and a low-fee private school in Hyderabad, India, and explores life in these two distinct spaces through the lens of culture. While private schools catering to the poorer sections have been proliferating, little is known about how these low-fee private schools operate, how choices and negotiations unfold, the classroom discourses, subjective meanings of different stakeholders, and the kind of education provided in these schools vis-à-vis the government schools. The book focuses on the educational experiences, schooling choices, processes, and voices of the children and teachers at these schools to reflect on how school culture influences the quality of education. Based on intensive fieldwork and qualitative data, the book provides contextual insights into what exactly happens inside the schools and classrooms of two contrasting schooling provisions in India and helps understand the world views of different stakeholders as they negotiate their daily lives. The book will be of interest to students, researchers, and teachers of education, sociology of education, childhood studies, urban education, and teacher education. It will also be useful for education policymakers, educationists, education professionals, and those working on private schooling in India.

Unlocking: Learning Intentions Shirley Clarke, 2021-01-28 The expert's guide to making LISC work for you! In over twenty years of research, Shirley Clarke has found that the key to understanding, creating, and implementing LISC is to focus on the process of learning rather than the product, or end result. In this practical guide, she shows you: · How to phrase learning intentions, organize and plan for them, and share them with students · How to create success criteria to fit each learning intention · How to adapt these practices to different disciplines—with examples · Implementation strategies based on real-life teacher success stories

Right to higher education Right to Education Initiative (UK), UNESCO, 2022-07-29

Learning, Marginalization, and Improving the Quality of Education in Low-income Countries Daniel A. Wagner, Nathan M. Castillo, Suzanne Grant Lewis, 2022-02-21 Improving learning evidence and outcomes for those most in

need in developing countries is at the heart of the United Nations' Sustainable Development Goal on Education (SDG4). This timely volume brings together contributions on current empirical research and analysis of emerging trends that focus on improving the quality of education through better policy and practice, particularly for those who need improved 'learning at the bottom of the pyramid' (LBOP). This volume brings together academic research experts, government officials and field-based practitioners. National and global experts present multiple broad thematic papers – ranging from the effects of migration and improving teaching to the potential of educational technologies, and better metrics for understanding and financing education. In addition, local experts, practitioners and policymakers describe their own work on LBOP issues being undertaken in Kenya, India, Mexico and Ivory Coast. The contributors argue persuasively that learning equity is a moral imperative, but also one that will have educational, economic and social impacts. They further outline how achieving SDG4 will take renewed and persistent effort by stakeholders to use better measurement tools to promote learning achievement among poor and marginalized children. This volume builds on the second international conference on Learning at the Bottom of the Pyramid (LBOP2).*

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Table of Contents Education.org

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> 1. Understanding the eBook Education.org <ul style="list-style-type: none"> ◦ The Rise of Digital Reading Education.org ◦ Advantages of eBooks Over Traditional Books 2. Identifying Education.org | <ul style="list-style-type: none"> ◦ Exploring Different Genres ◦ Considering Fiction vs. Non-Fiction ◦ Determining Your Reading Goals 3. Choosing the Right eBook Platform <ul style="list-style-type: none"> ◦ Popular eBook Platforms ◦ Features to | <ul style="list-style-type: none"> Look for in an Education.org ◦ User-Friendly Interface 4. Exploring eBook Recommendations from Education.org <ul style="list-style-type: none"> ◦ Personalized Recommendations ◦ Education.org User Reviews and Ratings ◦ Education.org and Bestseller |
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9. Balancing eBooks and Physical Books	<ul style="list-style-type: none"> ◦ Utilizing eBooks for Skill Development ◦ Exploring Educational eBooks 	
	14. Embracing eBook Trends	
	<ul style="list-style-type: none"> ◦ Integration of Multimedia Elements ◦ Interactive and Gamified eBooks 	

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