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DA demand KZN matric marker competency tests following shock maths teacher results. 21 July 2014. THE DA will demand that all KZN matric markers are tested in their relevant subject areas after a recent study revealed that a sample group of 253 matric maths teachers in the province achieved an average mark of just 57% when given a past maths paper to complete.

South African universities face major challenges in meeting the needs of their students in the area of academic language and literacy. The dominant medium of instruction in the universities is English and, to a much lesser extent, Afrikaans, but only a minority of the national population are native speakers of these languages. Nine other languages can be media of instruction in schools, which makes the transition to tertiary education difficult enough in itself for students from these schools. The focus of this book is on procedures for assessing the academic language and literacy levels and needs of students, not in order to exclude students from higher education but rather to identify those who would benefit from further development of their ability in order to undertake their degree studies successfully. The volume also aims to bring the innovative solutions designed by South African educators to a wider international audience.

This book explores the unique experiences of a sister school network in Canada and China contextualized through the lens of the Reciprocal Learning Project, which supports the relationship between a school network and teacher education exchange program of two countries. Huang uses theoretical viewpoints from teacher learning and comparative education research to analyse and interpret what has happened in the emerging cross-cultural school network. The book juxtaposes teacher learning and comparative education research from Shanghai and Ontario as teachers in the two places interact and provides detailed descriptions of teacher collaboration to show how these collaborations were initiated, developed, and sustained, as well as the impact brought about from these collaborations. The book offers a unique opportunity to examine how Canadian and Chinese teachers receive and react to opportunities of cross-cultural collaboration and learning.

It is now time to break down the ideology of exceptionalism in the United States and other Anglo-American nations if we are to develop reforms that will truly inspire our teachers to improve learning for all our students especially those who struggle the most. In that essential quest, Pasi Sahlberg is undoubtedly one of the very best teachers of all. From the Foreword by Andy Hargreaves, Lynch School of Education, Boston College Finnish Lessons is a first-hand, comprehensive account of how Finland built a world-class education system during the past three decades. The author traces the evolution of education policies in Finland and highlights how they differ from the United States and other industrialized countries. He shows how rather than relying on competition, choice, and external testing of students, education reforms in Finland focus on professionalizing teachers work, developing instructional leadership in schools, and enhancing trust in teachers and schools. This book details the complexity of educational change and encourages educators and policymakers to develop effective solutions for their own districts and schools.

This book constitutes the thoroughly refereed proceedings of the 11th International Conference on Computer Supported Education, CSEDU 2019, held in Heraklion, Crete, Greece, in May 2019. The 30 revised full papers were carefully reviewed and selected from 202 submissions. The papers cover wide research fields including authoring tools and content development, AV-communication and multimedia, classroom management, e-Learning hardware and software, blended learning, critical success factors in distance learning.

This second volume of PISA 2012 results defines and measures equity in education and analyses how equity in education has evolved across countries between PISA 2003 and 2012.

Who's afraid of for-profit education? Those who work in non-profit or government owned and operated schools. Many parents and other stakeholders have been made fearful by this education establishment. What's more important to humans: nutrition or education? Nutrition is more important because it is the prerequisite for other human activities, including education. What organizations provide food and who pays for the food? Food is provided by for-profit farmers, for-profit processors, for-profit wholesalers, and for-profit retailers. Most food is purchased with the consumers' own money, but a significant amount is purchased by low-income individuals using food stamps. Why can't education be provided similarly using education stamps? We trust for-profit enterprises to provide our food. Why can't we trust for-profit enterprises to provide K-12 education? Fearmongers have frightened us and made us into gullible compliant socialists who despise commercial activities in education. Go to the supermarket and ponder its marvelous array of foods and then contemplate how a for-profit K-12 education sector would please and amaze its customers.

How are state leaders adapting their citizen-building strategies for globalization? What outcomes are they achieving, and why? Bedouins into Bourgeois investigates an ambitious state-led social engineering campaign in the United Arab Emirates (UAE), where leaders aimed to encourage more entrepreneurial, market-friendly, patriotic, and civic-minded citizens, who were still loyal to the regime. Extensive ethnography - including interviews with a ruling monarch - reveals the rulers' reasoning and goals for social engineering. Through surveys and experiments, social engineering outcomes are examined, as well as the reasons for these outcomes. While the campaign successfully increased patriotism and civic spirit, it also led to heightened entitlement - greater support for the right to a government job and lessened interest in the private sector - and a rise in 'entitled patriots.' This fascinating study illustrates how social engineering strategies that use nationalism to motivate citizens can have paradoxical effects, increasing patriotism but unexpectedly discouraging or 'crowding out' development-friendly mind-sets.

Early work in conflict resolution and peace research focused on why wars broke out, why they persisted, and why peace agreements failed to endure. Later research has focused on what actions and circumstances have actually averted destructive escalations, stopped the perpetuation of destructive conduct, produced a relatively good conflict transformation, or resulted in an enduring and relatively equitable relationship among former adversaries. This later research, which began in the 1950s, recognizes that conflict is inevitable and is often waged in the name of rectifying injustice. Additionally, it argues that damages can be minimized and gains maximized for various stakeholders in waging and settling conflicts. This theory, which is known as the constructive conflict approach, looks at how conflicts can be waged and resolved so they are broadly beneficial rather than mutually destructive. In this book, Louis Kriesberg, one of the major figures in the school of constructive conflict, looks at major foreign conflict episodes in which the United States has been involved since the onset of the Cold War to analyze when American involvement in foreign conflicts has been relatively effective and beneficial and when it has not. In doing so he analyzes whether the US took constructive approaches to conflict and whether the approach yielded better consequences than more traditional coercive approaches. Realizing Peace helps readers interested in engaging or learning about foreign policy to better understand what has happened in past American involvement in foreign conflicts, to think freshly about better alternatives, and to act in support of more constructive strategies in the future.

This text records the problems given for the first 15 annual undergraduate mathematics competitions, held in March each year since 2001 at the University of Toronto. Problems cover areas of single-variable differential and integral calculus, linear algebra, advanced algebra, analytic geometry, combinatorics, basic group theory, and number theory. The problems of the competitions are given in chronological order as presented to the students. The solutions appear in subsequent chapters according to subject matter. Appendices recall some background material and list the names of students who did well. The University of Toronto Undergraduate Competition was founded to provide additional competition experience for undergraduates preparing for the Putnam competition, and is particularly useful for the freshman or sophomore undergraduate. Lecturers, instructors, and coaches for mathematics competitions will find this presentation useful. Many of the problems are of intermediate difficulty and relate to the first two years of the undergraduate curriculum. The problems presented may be particularly useful for regular class assignments. Moreover, this text contains problems that lie outside the regular syllabus and may interest students who are eager to learn beyond the classroom.

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