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This latest volume in the World Yearbook of Education series examines the relationship between assessment systems and efforts to advance equity in education at a time of growing inequalities. It focuses on the political motives behind the expansion of an assessment industry, the associated expansion of an SEN industry and a growth in consequential accountability systems. Split into three key sections, the first part is concerned with the assessment industry, and considers the purpose and function of assessment in policy and politics and the political context in which particular assessment practices have emerged. Part II of the book, on assessing deviance, explores those assessment and identification practices that seek to classify different categories of learners, including children with Limited English Proficiency, with special needs and disabilities and with behavioural problems. The final part of the book considers the consequences of assessment and the possibility of fairer and more equitable alternatives, examining the production of inequalities within assessment in relation to race, class, gender and disability. Discussing in detail the complex historical intersections of assessment and educational equity with particular attention to the implications for marginalised populations of students and their families, this volume seeks to provide reframings and reconceptualisations of assessment and identification by offering new insights into economic and cultural trends influencing them. Co-edited by two internationally renowned scholars, Julie Allan and Alfredo J. Artiles, World Yearbook of Education 2017 will be a valuable resource for researchers, graduates and policy makers who are interested in the economic trends of global education assessment.

This first volume of OECD's multidimensional review presents an initial assessment and finds that Uruguay has benefited from a favourable economic context over the last decade, but faces significant challenges.

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MATH AND SCIENCE FOR YOUNG CHILDREN, Eighth Edition, introduces readers to engaging math and science experiences for early childhood and early elementary education programs, and provides an organized, sequential approach to creating a developmentally appropriate math and science curriculum. The content aligns with key guidelines and standards: The National Association for the Education of Young Children's (NAEYC) Professional Preparation Standards (2010); Developmentally Appropriate Practice (DAP) guidelines; Common Core Mathematics Standards; and Next Generation Science Standards (NGSS). The book also addresses STEM/STEAM and the essential domains of child growth and development during the crucial birth-through-eight age range. A valuable resource for the student/future teacher, working professional, or involved parent, MATH AND SCIENCE FOR YOUNG CHILDREN emphasizes the interrelatedness of math and science and how they can be integrated into all other curriculum areas. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This survey provides a brief and selective overview of research in the philosophy of mathematics education. It asks what makes up the philosophy of mathematics education, what it means, what questions it asks and answers, and what is its overall importance and use? It provides overviews of critical mathematics education, and the most relevant modern movements in the philosophy of mathematics. A case study is provided of an emerging research tradition in one country. This is the Hermeneutic strand of research in the philosophy of mathematics education in Brazil. This illustrates one orientation towards research inquiry in the philosophy of mathematics education. It is part of a broader practice of 'philosophical archaeology': the uncovering of hidden assumptions and buried ideologies within the concepts and methods of research and practice in mathematics education. An extensive bibliography is also included.

This volume explores communication and its implications on interpretation, vagueness, multilingualism, and multiculturalism. It investigates cross-cultural perspectives with original methods, models, and arguments emphasizing national, EU, and international perspectives. Both traditional fields of investigations along with an emerging new field (Legal Visual Studies) are discussed. Communication addresses the necessity of an ongoing interaction between jurilinguists and legal professionals. This interaction requires persuasive, convincing, and acceptable reasons in justifying transparency, visual analyses, and dialogue with the relevant audience. The book is divided into five complementary sections: Professional Legal Communication; Legal Language in a Multilingual and Multicultural Context; Legal Communication in the Courtroom; Laws on Language and Language Rights; and Visualizing Legal Communication. The book shows the diversity in the understanding and practicing of legal communication and paves the way to an interdisciplinary and cross-cultural operation in our common understanding of legal communication. This book is suitable for advanced students in Linguistics and Law, and for academics and researchers working in the field of Language and Law and jurilinguists.

This book is a printed edition of the Special Issue "Decomposability of Tensors" that was published in Mathematics

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 is a major, multimethod study that 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.

Our everyday lives are practically unthinkable without optimization. We constantly try to minimize our effort and to maximize the reward or progress achieved. Many real-world and industrial problems arising in engineering, economics, medicine and other domains can be formulated as optimization tasks. This volume presents a comprehensive collection of extended contributions from the 2017 Workshop on Computational Optimization. Presenting recent advances in computational optimization, it addresses important concrete applications, e.g. the modeling of physical processes, wildfire modeling, modeling processes in chemical engineering, workforce planning, wireless access network topology, parameter settings for controlling various processes, berth allocation, identification of homogeneous domains, and quantum computing. The book shows how to develop algorithms for them based on new intelligent methods like evolutionary computations, ant colony optimization, constraint programming and others.

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