

Knec Kcse 2013 Computer Project

Second Language Writing Ken Hyland.2019-07-04 Provides an accessible, comprehensive and practical introduction to current theory and research in second language writing and their classroom applications.

Strategies for Inclusion Lauren J. Lieberman,Cathy Houston-Wilson,Michelle Grenier.2024-03 Strategies for Inclusion, Fourth Edition, provides a clear road map for successful inclusion of students with disabilities in physical education settings. It contains 38 teachable units, complete with assessment tools for curriculum planning, teaching tips, and ready-to-use forms and charts.

A Doll's House Henrik Ibsen.2023-08-31 A Doll's House by Henrik Ibsen is a three-act play written by Norwegian playwright Henrik Ibsen. It premiered at the Royal Theatre in Copenhagen, Denmark, on 21 December 1879, having been published earlier that month. The play is set in a Norwegian town circa 1879. The play concerns the fate of a married woman, who at the time in Norway lacked reasonable opportunities for self-fulfillment in a male-dominated world, despite the fact that Ibsen denied it was his intent to write a feminist play. It was a great sensation at the time, and caused a storm of outraged controversy that went beyond the theatre to the world of newspapers and society. Synopsis: The play opens at Christmas time as Nora Helmer enters her home carrying many packages. Nora's husband Torvald is working in his study when she arrives. He playfully rebukes her for spending so much money on Christmas gifts, calling her his little squirrel. He teases her about how the previous year she had spent weeks making gifts and ornaments by hand because money was scarce. This year Torvald is due a promotion at the bank where he works, so Nora feels that they can let themselves go a little. The maid announces two visitors: Mrs. Kristine Linde, an old friend of Nora's, who has come seeking employment; and Dr. Rank, a close friend of the family, who is let into the study. Kristine has had a difficult few years, ever since her husband died leaving her with no money or children. Nora says that things have not been easy for them either: Torvald became sick, and they had to travel to Italy so he could recover. Kristine explains that when her mother was ill she had to take care of her brothers, but now that they are grown she feels her life is unspeakably empty. Nora promises to talk to Torvald about finding her a job. Kristine gently tells Nora that she is like a child. Nora is offended, so she tells her that she got money from some admirer so they could travel to Italy to improve Torvald's health. She told Torvald that her father gave her the money, but in fact she illegally borrowed it without his knowledge (women were forbidden from conducting financial activities such as signing checks without a man's endorsement). Since then, she has been secretly working and saving up to pay off the loan. Krogstad, a lower-level employee at Torvald's bank, arrives and goes into the study. Nora is clearly uneasy when she sees him. Dr. Rank leaves the study and mentions that he feels wretched, though like everyone he wants to go on living. In contrast to his physical illness, he says that the man in the study, Krogstad, is morally diseased.

Teaching and Learning Geography Daniella Tilbury,Michael Williams.2002-11-01 This book provides a clear overview of current thinking on the teaching and learning of geography. It is an ideal companion to all students beginning a career in teaching the subject in secondary schools. The chapters are written by experienced teacher educators and bridge both theory and practice. The writers focus on the continuities, whilst setting them in the context of the changing curriculum. The book is divided into four parts. Part One examines the historical context of geography teaching. Part Two looks at issues of course planning, design, syllabuses and programmes of study. Underlying this section is the assumption that geography should not be considered in isolation from other subjects, but rather as part of a whole curriculum. Part Three concentrates on teaching and learning, and includes chapters on the use of maps, field work, IT and first hand experience within a community. The final section covers the issues associated with assessment, across the whole school age range.

Raising the Impact of Education Research in Africa Charl C. Wolhuter.2018-12-01 The low demonstrable effect of education research done in South Africa in particular - and Africa in general - continues to be a problem in scientific records in the educational sciences. This scholarly collected work addresses this obstacle and focuses on recommendations from scholars in different sectorial categories in the field of education. Scholars from a variety of sub-fields within the educational sciences reflect on this particular matter, revisiting the history of research and research outcomes and offering informed recommendations based on in-depth investigation and analysis of aspects of the various discourses within the relevant sub-fields. The scope of the content of this collected work centres on the issue of the lack of scientific records concerning the scientific raising of the impact of education research. The book aims at making a specific contribution to the educational sciences by stimulating scholarly discussion around how to increase the recording of the significance of educational research done in Africa, and in South Africa in particular, and to redirect the research agenda into the direction of making more impact. Impact is conceptualised to mean both scholarly impact (that is being cited and being used as foundation for theory building and for further research) and practical impact (that is improvement of practice, teaching and learning in education institutions at all levels).

Everything Leadership Bob Adams.2001-06-01 With over 4 million sold, our Everything RM books are just too good to pass up. Each book in the Everything RM series is packed with clear, concise information that is written in a fun, engaging style. The large trim-size, bright colors, and great price attract readers, and over 300 pages of unparalleled content and two-color illustrations keep them reading!

The World Bank Annual Report 2008 .2008

A Framework for Task-based Learning Jane Willis.2021-10-07 A complete guide to the methodology and practice of task-based language teaching. For those who wish to adopt a genuinely learner-centred approach to their teaching. Probably the definitive guide to task-based language teaching.

Electrochemistry V J. Bersier.1994-01-01

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Essentials of Curriculum Development Gilbert Paul Oluoch.1982

Change Forces Michael Fullan.2012-11-12 Knowledge of the processes of educational change is said to be the missing ingredient in attempts to bring about educational innovation and reform. Whether these efforts involve grass roots innovation or large-scale societal reform, failure to understand and act on existing knowledge of the change process has accounted for the widespread lack of success in making educational improvements. This volume analyzes what is known about successful or productive change processes, and identifies corresponding action strategies at the individual, school, local and state levels. Included in this book is a major treatment of the topic of the 'ethics of planned change', a neglected topic in recent literature, especially since strategies for intervening in the change process are receiving more attention. This book is intended to be used by teachers in training and in service, teacher trainers, educational researchers, education historians and administrators.

Community Participation Methods in Design and Planning Henry Sanoff.1999-12-06 Dieses Buch behandelt Design und Planung als Gemeinschaftsprojekt, d.h. Gemeinde oder Auftraggeber eines neuen Projektes werden zusammen mit den Experten aktiv in den Designprozeß eingebunden, und zwar von Anfang an. Diese Methode wird für kleine und große Projekte genutzt - angefangen beim Wohnungsbau über Parkanlagen und soziale Einrichtungen über Nachbarviertel und ganze Städte. Unterteilt in zwei große Themenkomplexe behandelt das Buch in Teil 1 die Grundlagen und Methoden zur Einbeziehung der Gemeinde und in Teil 2 Fallstudien, die anschaulich darstellen, wie jedes Prinzip und jede Methode angewandt und umgesetzt wird. Schwerpunktmäßig werden visuelle und ästhetische Mittel eingesetzt, um den Designprozeß zu vermitteln. Mit über 15 Fallstudien zu Bildungseinrichtungen, Wohnanlagen sowie städtischen und ländlichen Designbeispielen und zahlreichen Checklisten und Abbildungen.

Curriculum Overload A Way Forward OECD.2020-11-25 Schools are constantly under pressure to keep up with the pace of changes in society. In parallel, societal demands for what schools should teach are also constantly changing; often driven by political agendas, ideologies, or parental pressures, to add global competency, digital literacy, data literacy, environmental literacy, media literacy, social-emotional skills, etc. This “curriculum expansion” puts pressure on policy makers and schools to add new contents to already crowded curriculum.

Education for Development George Psacharopoulos, Maureen Woodhall.1985 This book analyzes the policy issues facing educational planners, administrators and policy makers in developing countries in choosing between alternative strategies of educational investment. It draws on the World Bank's twenty years of experience in education sector analysis and research to discuss both theoretical and practical problems of analyzing investment choices. The topics covered include: the contribution of education to economic and human development, criteria for investment, cost-benefit analysis, demand for educated manpower finance, internal efficiency and quality, equity considerations and the links between investment in education and investment in other sectors. No comparable work exists which deals solely with the problems of analyzing education investment in developing countries. While written for those involved in policy formulation and planning, it does not assume a high degree of technical knowledge of economics.

Education in Kenya George S. Eshiwani.1993

Mathematics and Gender Elizabeth Fennema, Gilah C. Leder.1990 This edited collection describes how the Autonomous Learning Behaviours (ALB) model, formulated by Fennema and Peterson, specifically relates to gender differences in mathematics education, learning and performance. The book provides a background to the debate on gender differences; considers the interactions between internal beliefs and external influences, as well as their effects on learning math; and provides a summary of the latest research relevant to the ALB model. Gender differences in learning mathematics is examined from a variety of perspectives, strengthened by longitudinal studies and a cross-cultural American and Australian perspective..

Approach Washington University (Saint Louis, Mo.). Graduate School of Architecture and Urban Design.2016 A selection of student projects from various studios at Washington University's Graduate School of Architecture & Urban Design.

Experiencing School Mathematics Jo Boaler.1997 This is the first book of its kind to provide direct evidence for the effectiveness of traditional and progressive teaching methods. It reports on careful and extensive case studies of two schools which taught mathematics in totally different ways. Three hundred students were followed over three years and the interviews that are reproduced in the book give compelling insights into what it meant to be a student in the classrooms of the two schools. The different school approaches are compared and analyzed using student interviews, lesson observations, questionnaires given to students and staff and a range of different assessments, including GCSE examinations. Questions are raised about the effectiveness of different teaching methods in preparing students for the demands of the 'real world' and the 21st century, the impact of setted and mixed ability teaching upon student attitude and achievement, and gender and learning styles. New evidence is provided for each of these issues. The book draws some radical new conclusions about the ways that traditional teaching methods lead to limited forms of knowledge that are ineffective in non-school settings. The book will be essential reading for math teachers, parents, and policy makers in education.

Inheritance David Mulwa.2004

Successful Principal Leadership in Times of Change Christopher Day, Kenneth Leithwood.2007-05-05 This book contributes significantly to our understanding of successful school leaders by describing similarities and differences in the work of such leaders in countries ranging from England to Australia, the United States to Norway, and Sweden to Hong Kong. Bringing together case study research, the book helps explain what all successful principals do and the ways in which context shapes some of their work.

Effective Schools in Developing Countries Henry Levin, Marlane E Lockheed.2012-05-31 This volume brings together eight case studies which describe a variety of initiatives to create more effective schools for children of poverty, especially in the Third World. The initiatives reviewed published and unpublished documents and both qualitative and statistical studies were examined. Countries include Brazil, Burundi, Colombia, Ghana, Nepal, Sri Lanka, Thailand and the United States. Each initiative was developed independently to address unique challenges and situations but taken as a group, the features of the approaches described in this volume can be viewed as a basis for considering the development of effective schools strategies in other contexts.

Teacher Education in Sub-Saharan Africa Rosarii Griffin.2012-05-14 In the drive to achieve universal primary education as one of the Millennium Development Goals, there is an increasing recognition of the urgency of focusing on teacher education to both meet the demand for more than one million qualified teachers required to achieve this goal within sub-Saharan Africa, as well as to combat the sometimes poor quality educational experience reported in the school. Currently, approximately only one third of teachers are qualified to teach. This dearth in qualified teachers also means that secondary and tertiary education need to be improved upon to provide an educated cohort of graduates. This in turn will ensure that the quality of teacher trained and retained within the profession is of a sufficiently high standard to ensure sustainable progress. This volume focuses on the various aspects of teacher education which need to be addressed in order for the wider Millennium Goals to be achieved, but more importantly, so that each African child living within sub-Saharan Africa will have the right to a quality education: ensuring they too experience their right and entitlement as children to reach their full potential - often taken for granted in Western countries - giving African children the necessary tools to build a better future for themselves. Of particular interest to the education researcher and policy maker, this volume's contributors look at the various issues and challenges around the teacher profession, particularly in relation to resources and practices within sub-Saharan Africa. The contributors examine the issue of building research capacity for educational research within teacher education Colleges and explore the concept of education for sustainable development with the view to improving the development of quality teacher education within the global South. In this volume, research reports are presented highlighting the various challenges within the structure and provision of teacher education within certain national contexts, including assessment and curricula issues, which need to be addressed. This volume goes from the global to the local and examines teacher educator teaching, learning and reflective practice issues within different contexts, as well as exploring alternative pre-service experiences for western teachers who wish to work within the sub-Saharan context as well as some teacher educator exchange programmes between the South and North. Case countries explored include Lesotho, South Africa, Mozambique, Uganda, Kenya, Tanzania and Madagascar, to mention but a few. Of particular value to the education researcher and policy maker, this book provides a timely resource focusing on an area of neglect, highlighting the central role of the teacher and teacher education towards sustainable development within the sub-Saharan African context.

Mathematics Education in East Africa Anjum Halai, Geoff Tennant.2016-03-08 *THIS BOOK WILL SOON BE AVAILABLE AS OPEN ACCESS BOOK* This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our understanding of the state of secondary mathematics education in East Africa.

Aéro-hydro-élasticité .1973

Learner-Centered Teaching Maryellen Weimer.2008-05-02 In this much needed resource, Maryellen Weimer-one of the nation's most highly regarded authorities on effective college teaching-offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. Learner-Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

Factors Affecting Academic Performance Julio Antonio González-Pianda.2017 Nowadays, society is constantly changing, and new ways of life are being developed by due to nonstop technological advancements. This generates changes in family, schools, the media, etc. New technologies are creating virtual environments to manage learning and academic achievement, and this is a new challenge to approach formal and informal education. In the last few decades, teachers, families, and educational administrators had very well-defined fields of action and roles to play. Now, these roles are disfigured, and influences from all agents are arguable and more difficult to face. At this current stage, problems sometimes appear that require different forms of intervention. Some of the problems are violence towards people; child abuse; drug abuse at increasingly early ages; integration problems due to immigration; dropping out of school; and typical problems related to student development, personality, disabilities, social and psychical maladjustment, teenagers socioaffective relationships, etc. Research on school success and failure has a long history, but there is still no agreement concerning the prevalence of these variables to explain academic achievement, the relationship between those variables, and which other variables modulate their level of impact. For many years, cognitive psychology has emphasized cognitive function as the most relevant for learning in school. However, recent studies highlight the importance of motivational and affective functions in building consistent models to explain learning and academic achievement. This change of perspective, from the classical cognitive model to a self-regulated learning model, has implied a new orientation in the research of the factors involved in school success and failure. Self-regulated learning models try to integrate students cognitive, socioaffective, and behavioral aspects. These models describe the different components involved in successful learning at all school stages, explaining reciprocal relationships between those components and directly relating learning to personal achievement, motivation, volition, and emotions. With this new paradigm, students not only contribute to strengthening their intelligence, but also their motivational and emotional qualities, all related to achieving personal balance. This book presents studies, ideas, and recommendations to shed light on the complex educational world. Education has limits and difficulties, but it is also the only instrument that can develop students potential into personal success.

Blossoms of the Savannah Henry R. ole Kulet.2008 Blossoms of the Savannah is the story of two sisters, Taiyo and Resian, who are on the verge of womanhood and torn between their personal ambitions and the humiliating duty to the Nasila tradition. Relocation to their rural home heralds a cultural alienation born of their refusal to succumb to female genital mutilation and early marriages. In pursuit of the delicate and elusive socio-economic cultural balance in Nasila, Ole. Kaelo, the girls' father is ensnared by a corrupt extortionist. To extricate himself he sends his daughters into a flat-spin labyrinth from which they have to struggle to escape.

The Return of Mgofu F. D. Imbuga.2011

Human Resources Management Joshua Abong'o Okumbe.2001

Educational Evaluation: Classic Works of Ralph W. Tyler George F. Madaus,D.L. Stufflebeam.2012-12-06 I personally learned to know Ralph Tyler rather late in his career when, in the 1960s, I spent a year as a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford. His term of office as Director of the Center was then approaching its end. This would seem to disqualify me thoroughly from preparing a Foreword to this Classic Works. Many of his colleagues and, not least, of his students at his dear Alma Mater, the University of Chicago, are certainly better prepared than I to put his role in American education in proper perspective. The reason for inviting me is, I assume, to bring out the influence that Tyler has had on the international educational scene. I am writing this Foreword on a personal note. Ralph Tyler's accomplishments in his roles as a scholar, policy maker, educational leader, and statesman have been amply put on record in this book, not least in the editors' Preface. My reflections are those of an observer from abroad but who, over the last 25 years, has been close enough to overcome the aloofness of the foreigner. Tyler has over many years been criss-crossing the North American continent generously giving advice to agencies at the federal, state, and local levels, lecturing, and serving on many committees and task forces that have been instrumental in shaping American education.

Visible Learning for Teachers John Hattie.2012-03-15 In November 2008, John Hattie's ground-breaking book Visible Learning synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. Visible Learning for Teachers takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of Visible Learning to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management Visible Learning for Teachers is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

Principles and Practice of Education J. S. Farrant.1980 Principles and Practice of Education * Fully revised and updated new edition, giving complete coverage of TTC Education syllabuses, plus important in-service items which take account of teaching as a career. * Comprehensive guide to teaching methodology, from basic classroom skills to the wider issues of educational psychology, philosophy and the history of current patterns in African education. * Emphasis on practice rather than theory, on the relationship of education to the requirements of the community, and on the administration of education. * Particularly useful for teachers and student teachers in rural areas without much support and having to be largely self-reliant.

The Motivational Effect of ICT on Pupils Don Passey.2004

Computer-assisted Instruction in Chemistry: General approach Harry B. Mark,Hubert C. MacDonald.1974

Rethinking Pedagogy for a Digital Age .2013-04-17 Through a critical discussion of the issues surrounding the design, sharing and reuse of learning activities, the second edition of Rethinking Pedagogy for a Digital Age examines a wide range of perspectives on effectively designing and delivering learning activities to ensure that future development is pedagogically sound, learner-focused, and accessible. This powerful book: • examines the reality of design in practice • shares tools and resources to guide practice • analyses design within complex systems • discusses the influence of open resources on design • includes design principles for mobile learning • explores practitioner development in course teams • presents scenarios for design for learning in an uncertain future Illustrated by case studies from across disciplines and supported by a helpful

appendix of tools and resources for researchers, practitioners and teachers, the second edition of Rethinking Pedagogy for a Digital Age is an essential guide to designing for 21st Century learning.

Competency Based Education And Training John Burke.2005-10-18 A selection of papers from the first symposium devoted to competency based learning held in March 1989. The book provides an historical backdrop for anyone coming new to the study of Competency-Based Education and Training (CBET).

Educational Management J. A. Okumbe.1998 Written by an academic at the University of Nairobi, this book seeks to widen both the breadth and depth of the body of knowledge about educational management. The theories and practices are presented as an integrated subject and the issues covered are educational management in perspective, development of management, theories of motivation and job satisfaction, leadership, authority and power, discipline, communication, decision making, supervision, financial management, and human resource development.

Exercises in Instructional Design Barbara Seels,Zita Glasgow.1990-01-01

Betrayal in the City F. D. Imbuga.1987 Betrayal in the City, first published in 1976 and 1977, was Kenya's national entry to the Second World Black and African Festival of Arts and Culture in Lagos, Nigeria. The play is an incisive, thought-provoking examination of the problems of independence and freedom in post-colonial African states, where a sizeable number of people feel that their future is either blank or bleak. In the words of Mosese, one of the characters: It was better while we waited. Now we have nothing to look forward to. We have killed our past and are busy killing our future.--Page 4 of cover

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