

What Is The Zais Model

The Pricing of Information Harriet Williams Zais.1977

Successful Farming Ernest E. Faville,Alson Secor.1956 Includes various special sections or issues annually: 1968- Harvesting issue (usually no. 7 or 8); 1968- Crop planning issue (usually no. 12; title varies slightly); Machinery management issue (usually no. 2); 1970- Crop planting issue (usually no. 4; title varies slightly).

Handbook of Cultural Studies and Education Peter Pericles Trifonas,Susan Jagger.2018-11-15 The Handbook of Cultural Studies in Education brings together interdisciplinary voices to ask critical questions about the meanings of diverse forms of cultural studies and the ways in which it can enrich both education scholarship and practice. Examining multiple forms, mechanisms, and actors of resistance in cultural studies, it seeks to bridge the gap between theory and practice by examining the theme of resistance in multiple fields and contested spaces from a holistic multi-dimensional perspective converging insights from leading scholars, practitioners, and community activists. Particular focus is paid to the practical role and impact of these converging fields in challenging, rupturing, subverting, and changing the dominant socio-economic, political, and cultural forces that work to maintain injustice and inequity in various educational contexts. With contributions from international scholars, this handbook serves as a key transdisciplinary resource for scholars and students interested in how and in what forms Cultural Studies can be applied to education.

Home Economics Teacher Education .1986

Peripheral Auditory Mechanisms J.B. Allen,J.L. Hall,A. Hubbard,S.T. Neely,A. Tubis.2013-06-29 How well can we model experimental observations of the peripheral auditory system? What theoretical predictions can we make that might be tested? It was with these questions in mind that we organized the 1985 Mechanics of Hearing Workshop, to bring together auditory researchers to compare models with experimental observations. The workshop forum was inspired by the very successful 1983 Mechanics of Hearing Workshop in Delft [1]. Boston University was chosen as the site of our meeting because of the Boston area's role as a center for hearing research in this country. We made a special effort at this meeting to attract students from around the world, because without students this field will not progress. Financial support for the workshop was provided in part by grant BNS- 8412878 from the National Science Foundation. Modeling is a traditional strategy in science and plays an important role in the scientific method. Models are the bridge between theory and experiment. They test the assumptions made in experimental designs. They are built on experimental results, and they may be used to test hypotheses and predict experimental results. The latter is the scientific method at its best. Cochlear function is very complicated. For this reason, models play an important role. One goal of modeling is to gain understanding, but the necessary mathematical tools are often formidably complex. An example of this is found in cochlear macromechanics.

Ethics and Decision Making in Local Schools James L. Paul.1997 The current school reform movement presents several unique opportunities to come to grips with equity and excellence issues in our society. If these opportunities are addressed with thoughtfulness and high moral standards, there is the possibility that the many conflicting, legitimate demands inherent in a pluralistic democracy can be addressed with justice and compassion.

Ethics and decision making in local schools offers a unique perspective on how local schools can engage in democratic dialogue within an ethical framework to respond to these demands.--Eugene Edgar This is a challenging and provocative treatise in applied ethics. It challenges law and policy on inclusion, initiatives in school reform, and research data, finding each to be wanting as a sole basis for decision making. It provokes the reader to consider how best to decide what is best for all children, and it answers this question by relying on an ancient yet paradoxically contemporary response : Welcome the stranger, welcome the presence of disability. That advice affirms the value of inclusion but does so on different grounds than previously adduced, the grounds of ethics. This book is for the thoughtful reader ; patently, it is aimed at and will benefit those who believe in, yet still search for, the ethics of inclusion. Overall, it is an ambitious and satisfying into relatively unexplored territory. -- Rud and Ann Turnbull.

Developing the Curriculum Peter F. Oliva.1988

Postal Bulletin .1990

Welfare Research and Experimentation United States. Congress. Senate. Committee on Finance. Subcommittee on Public Assistance.1978

Geothermal Energy Update .1979

An Integrated Curriculum Model for Industrial Design Programs at the Undergraduate Level Wen-Dih Yeh.1999

A Summary Report of Current Findings from the Experimental Housing Allowance Program United States. Department of Housing and Urban Development. Office of Policy Development and Research.1978

Experimental Housing Allowance Program United States. Department of Housing and Urban Development. Division of Housing Research.1979

Army Organizational Effectiveness Journal .1982

Curriculum Robert S. Zais.1976

Game Theory and Politics Steven J. Brams.2013-01-17 DIVMany illuminating and instructive examples of the applications of game theoretic models to problems in political science appear in this volume, which requires minimal mathematical background. 1975 edition. 24 figures. /div

Introduction to American Education Joseph F. Callahan,Leonard H. Clark.1983

Principles of Medical Education Tejinder Singh,Piyush Gupta,Daljit Singh.2020-10-07

Idee und Modell /Idea and Model Meinhard von Gerkan.1994-06-07 Meinhard von Gerkan and Volkwin Marg are considered to be among the most acclaimed architects worldwide. Their projects and completed works have in fact attracted international attention. The present book focuses on the models produced over the years and therefore offers a unique look into the creative process of the architects. Of primary importance is the quality of the designs and buildings which is already easily discernible in the models. What is also perceptible is the need to maintain and further develop the high standards which had already distinguished the early projects. The architects seek no short-lived trends or superfluous effects; on the contrary, what they consider of utmost importance is their sense of social responsibility which, in a firm of such dimensions, is translated into no shallow pathos but rather into a daily commitment. Architecture is an art that is applied in society. The result is the product of a dialogue. (Meinhard von Gerkan) Given the large number of the buildings and competition designs (from among 256 award-winning works, 98 have received first prize) not everything can be included in the annals of architectural history, but the essential components of their work and that of their staff cannot be overlooked: namely, the attention to structural details, the material-oriented design and a simplicity based on usefulness - all elements which, in the best examples cited, have attained a level of self-evident naturalness.

Leadership Robert P. Vecchio.2007-06-01 Today, there are a growing number of business schools, law schools, and continuing education programs in executive development and management training that offer leadership classes. Despite the growing curricular recognition of this area, there is a shortage of strong college-level texts. Leadership, second edition—a completely up-to-date anthology of key writings by well-known contributors—meets this need for a textbook that encompasses the major theories in the field of leadership. Leadership is divided into six sections. Part I provides an overview of the subject with readings that examine what leaders actually do, as well as the many myths surrounding the notion of leadership. Part II focuses on the fundamentals of leadership by taking a close look at the specific tactics people use to get their own way. These readings analyze the political games people play and the two-way nature of leader-subordinate influence. Part III considers problems that can arise from leadership gone wrong—when power and influence are abused. The major formal models of leadership that have been offered over the years are reviewed in Part IV. The next section looks at contemporary views of leadership, emphasizing reliance on maturity of subordinates for success, including leadership in the context of self-directed work teams, entrepreneurial leadership, the notion of the leader as servant, and examples of leaders who are recognized for having empowered others or for providing moral leadership. The final section examines the roles of societal and organizational cultures as they pertain to leadership. Robert P. Vecchio has updated the second edition with six new articles. Aimed at upper-level

undergraduate and graduate-level courses, Leadership continues to provide classic essays by the major figures in the field of leadership along with topical essays on current and emerging issues.

The Postal Bulletin .1990

The Professoriate: Challenges and Promises Paul V. Bredson, Jay Paredes Scribner. 1998-04-28 Examination of the unique roles school administrators play as scholar-teachers within and beyond their institutions.

OE Communiqué .1982

ISU-ISU GLOBAL MANAJEMEN PENDIDIKAN ISLAM Prof. Dr. H. Mukhtar, M.Pd., Dr. H. Kasful Anwar Us, M.Pd., Khairul Azan, Refika, As'adut Tabi'in, Ideal Patrah, Sesti Novalina, Noviriani, Miftahur Rizik, Nurhadi Prabowo, Hamdi Zas Pendi, dan Iwan Siswanto. 2021-01-11 Buku ini merupakan hasil karya mahasiswa program Doktor Pascasarjana UIN Sulthan aha Saifudin Jambi tahun 2020 pada mata kuliah Isu-isu Global Manajemen Pendidikan Islam. Buku ini berisikan hasil kajian literatur dan dikembangkan dari hasil diskusi di kelas. Buku ini akan memberikan gambaran dalam bentuk kajian teoritis sesuai sudut pandang dan pengalaman masing-masing untuk memahami isu-isu global manajemen pendidikan khususnya di lembaga pendidikan Islam.

Curriculum Planning Kenneth T. Henson. 2015-01-09 The fifth edition of this critically acclaimed approach to curriculum planning continues to receive accolades for its balanced presentation, pertinent case studies, and advice from practicing educators. It skillfully interweaves the themes of multicultural education, constructivism, and education reform. The author documents the latest trends, such as e-learning, blended learning and flipped learning, the controversial Common Core State Standards, and the impact of technology in our schools, including the BYOD (bring your own device) movement, digital citizenship, and technological literacy. This well-researched text spotlights ways to involve parents, students, and teachers in the curriculum-planning process and engages the reader in critical thinking and analysis about curriculum planning and education reform.

Dasar-dasar Pengembangan Kurikulum Sari Wahyuni Rozi Nasution, Hanifah Nur Nasution, Rahmad Fauzi. 2022-03-11 Kurikulum adalah seperangkat untuk rencana dan pengaturan mengenai isi dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggara kegiatan belajar mengajar. Kurikulum bukan berasal dari bahasa Indonesia, tetapi berasal dari bahasa latin yang kata dasar adalah currere, secara harfiah berarti lapangan perlombaan. Dengan demikian, kurikulum artinya program yang direncanakan diprogramkan dan dirancang yang berisi berbagai bahan ajar dan pengalaman belajar baik yang berasal dari waktu yang lalu, sekarang sistematis, yang artinya direncanakan dengan memperhatikan keterlibatan berbagai faktor pendidikan secara harmonis. Ada tiga peranan kurikulum yang sangat penting, yakni peranan konservatif, peranan kritis atau evaluatif, dan peranan kreatif. Ketiga peran kurikulum tersebut harus berjalan secara seimbang, atau dengan kata lain terdapat keharmonisan di antara ketiganya. Dengan demikian, kurikulum dapat memenuhi tuntutan waktu dan keadaan dalam membawa siswa menuju kebudayaan masa depan. Di samping memiliki peranan, kurikulum juga mengemban berbagai fungsi tertentu. Alexander Inglis, dalam bukunya Principle of Secondary Education (1918), mengatakan bahwa kurikulum berfungsi sebagai fungsi penyesuaian, fungsi pengintegrasian, fungsi diferensiasi, fungsi persiapan, fungsi pemilihan, dan fungsi diagnostik. Fungsi-fungsi tersebut memberikan pengaruh terhadap pertumbuhan dan perkembangan siswa, sejalan dengan arah filsafat pendidikan dan tujuan pendidikan yang diharapkan oleh institusi pendidikan yang bersangkutan. Ada empat pengembangan kurikulum yakni, landasan filosofis, psikologis, dan landasan sosiologis-teknologis. Menurut Bloom (1965) tujuan pendidikan dapat digolongkan ke dalam tiga klasifikasi atau domain (bidang), yaitu domain kognitif, domain afektif, dan afektif psikomotor. Domain kognitif berhubungan dengan pengembangan intelektual atau kecerdasan. Bidang afektif berhubungan dengan pengembangan sikap dan bidang psikomotor berhubungan dengan keterampilan. Prinsip pengembangan kurikulum menggunakan prinsip yang telah berkembang dalam kehidupan sehari-hari atau justru menciptakan sendiri prinsip baru. Oleh karena itu, dalam implementasi kurikulum di suatu lembaga pendidikan sangat mungkin terjadi penggunaan prinsip-prinsip yang berbeda dengan kurikulum yang digunakan di lembaga pendidikan lainnya, sehingga akan ditemukan banyak sekali prinsip-prinsip yang digunakan dalam suatu pengembangan kurikulum.

The Handbook of Educational Theories Beverly Irby, Genevieve H. Brown, Rafael Lara-Aiecio, Dr. Shirley A. Jackson. 2013-03-01 Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias, no publication exists which serves as a comprehensive, consolidated collection of the most influential and most frequently quoted and consulted theories. There is a need to put such theories into a single, easily accessible volume. A unique feature of the Handbook is the way in which it conveys the theories. The organization of the chapters within each section makes the volume an easy-to-use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks. In addition to the traditional theories presented, the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles. An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included. The Handbook consists of 12 sections. Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice. The remaining sections address Philosophical Educational Constructs, Learning Theory, Instructional Theory, Curriculum theory, Literacy and Language Acquisition Theory, Counseling Theory, Moral Development Theory, Classroom Management Theory, Assessment Theory, Organizational Theory, and Leadership/Management Theory. Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors. Each chapter within the section will include (a) a description of the theory with goals, assumptions, and aspects particular to the theory, (b) the original development of and interactions of the theory, (c) validation of the theory, (d) generalizability of the theory across cultures, ethnicities, and genders, (e) the use and application of the theory, (f) critiques of the theory, (g) any instruments associated with the theory, and (h) two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory. The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations. Additionally, professors of all educational disciplines in the social sciences would be an interested audience. There is also potential use of the text as administrators, counselors, and teachers in schools use theory to guide practice. As more inquiry is being promoted among school leaders, this book has more meaning for practitioners.

Sustainable Hybrid Energy Systems Jiuping Xu, Fengjuan Wang. 2024-05-06 Discovering comprehensive approaches to build sustainable hybrid energy systems Hybridization is the eternal theme of human energy utilization. However, it has never been more important than it is now because of the urgency of promoting energy transition and achieving carbon neutrality. Therefore, exploring the design, combustion, operation, and policy challenges of sustainable hybrid energy systems (SHES) becomes increasingly important. Sustainable Hybrid Energy Systems: Carbon Neutral Approaches, Modeling, and Case Studies provides a detailed explanation of these aspects. Dividing hybrid energy systems into three categories—co-located, co-combusted, and co-operated, this book emphasizes the deployment optimization, emission quota allocation, scheduling coordination, and renewable portfolio standards implementation of these systems. The result is an essential tool for understanding the current and future of multi-input single-output hybrid energy systems. Sustainable Hybrid Energy Systems readers will also find: Clear logical framework that reveals the constituents of hybrid energy systems. Systematic technical scheme for building an economic, environmental, flexible, and resilient future energy system. Extensive case studies from single plants, multi-power plants, and grid levels. Effective guidelines for wider application of the proposed carbon neutral approaches. Sustainable Hybrid Energy Systems is ideal for power engineers, electrical engineers, scientists in industry, and environmental researchers looking to understand these energy solutions. It will also provide collectible value for libraries.

Housing Assistance for Older Americans James P. Zais, Raymond J. Struyk, Thomas Thibodeau. 1982

Teaching and Learning Mathematical Modelling Gilbert Greefrath, Katrin Vorhölter. 2016-08-20 This survey provides an overview of the German discussion on modelling and applications in schools. It considers the development from the beginning of the 20th century to the present, and discusses the term "mathematical model" as well as different representations of the modelling process as modelling cycles. Different trends in the historical and current debate on applications and modelling can be differentiated as perspectives of modelling. Modelling is now one of the six

general mathematical competencies defined in the educational standards for mathematics introduced in Germany in 2003, and there have been several initiatives to implement modelling in schools, as well as a whole range of empirical research projects focusing on teachers or students in modelling processes. As a special kind for implementing modelling into school, modelling weeks and days carried out by various German universities have been established.

Professional Interpreting Programmes in China Yinying Wang.2023-07-07 Wang presents the status quo of curriculum development in professional interpreting programmes in China and points to the urgency to devise a curriculum improvement model to ensure the relevance of such programmes against a changing reality. She covers the European experience in interpreter education that China can learn from and discusses opportunities arising from previous examples for China to iterate upon in the context of the broader and more diverse professional reality. The book puts the nature of professional interpreters and, in turn, interpreting programmes, under the concurring lens of curriculum studies and the sociology of professions. Wang identifies eight stakeholders which call for changes in interpreting programmes, and six categories of competence (or sub-competence) which see a progression from undergraduate to graduate and lifelong-learning stage. These serve as curriculum goals and encapsulate the recommended changes in institutional curricula. The conceptualised model is then described with a case study on Chinese-English retour training to show its applicability and relevance in interpreting programmes on the ground. Offering insight for academics, practitioners and trainee interpreting students and of relevance to a broader interpreting community looking to set up or reform interpreting curricula, Wang's book will help ensure curriculum improvement that is theoretically sound and practically viable.

The Curriculum Franklin Bobbitt.1918

Understanding Curriculum William F. Pinar,William M. Reynolds,Peter M. Taubman,Patrick Slattery.1995 Perhaps not since Ralph Tyler's (1949) *Basic Principles of Curriculum and Instruction* has a book communicated the field as completely as *Understanding Curriculum*. From historical discourses to breaking developments in feminist, poststructuralist, and racial theory, including chapters on political theory, phenomenology, aesthetics, theology, international developments, and a lengthy chapter on institutional concerns, the American curriculum field is here. It will be an indispensable textbook for undergraduate and graduate courses alike.

A Study to Develop a Model Curriculum in Agricultural Education for Secondary Schools in Jamaica William Manley Smith.1982

Energy Research Abstracts .1982

International Bibliographic Review on Costs and Modelling in Information Retrieval Peter S. Davison.1988

Curriculum Development and Design Murray Print.2020-08-06 This book has been written to provide a current, practical, Australian-based approach to designing and developing curriculum. The demands of schools and educational systems today are such that teachers with practical curriculum skills are highly valued and this book provides a vital source for teachers who wish to build their skills in the field of curriculum design and development. The book addresses the needs of curriculum developers by examining the nature of the curriculum process and how it can be applied in schools. A particular strength is the way in which the chapters are structured around a model of curriculum development. As the model unfolds the reader is familiarised with the various elements of curriculum including situational analysis, intent, content, learning activities and evaluation. Teachers will appreciate the value of understanding these elements and in so doing will acquire valuable skills of curriculum design and development. A feature of this book is that it addresses the issues of curriculum implementation and curriculum change. To devise a curriculum document in these times is tough enough. Those who wish to see their curricula succeed must be involved with implementing that curriculum and the curriculum change that results. This important new book is particularly appropriate to classroom teachers, system developers and student teachers studying curriculum.

PENGEMBANGAN KURIKULUM BAHASA ARAB BERBASIS KURIKULUM MERDEKA Edi Suyanto, Lc., M.Pd., Johan Andriesgo, M.Pd.I., Syafaatul Habib, M.Pd., Hasan Basri, M.Pd., Ira Aniaty, M.Pd., Triana Susanti, M.Pd., Arik Maghfirotul Mukarom, M.Pd., Idam Kholid Nasution, M.Pd., Marhamah Ulfa, M.Pd., Salman Hasani, M.Pd., Salahuddin al Asadullah, M.Pd., Tuti Nuriyati, M.Pd..2024-01-14 Di Indonesia kurikulum telah berganti sebanyak sebelas kali. Kurikulum yang saat ini dipakai adalah Kurikulum Merdeka. Terjadi pro dan kontra terhadap perubahan kurikulum tersebut. Namun, pergantian dalam kurikulum adalah hal yang wajar, karena perkembangan zaman menuntut adanya perubahan dalam kurikulum dan penyesuaian kurikulum dengan zaman yang terus berkembang.

OE Communiqué .1981

Traditions in German-Speaking Mathematics Education Research Hans Niels Jahnke,Lisa Hefendehl-Hebeker.2019-02-13 This open access book shares revealing insights into the development of mathematics education research in Germany from 1976 (ICME 3 in Karlsruhe) to 2016 (ICME 13 in Hamburg). How did mathematics education research evolve in the course of these four decades? Which ideas and people were most influential, and how did German research interact with the international community? These questions are answered by scholars from a range of fields and in ten thematic sections: (1) a short survey of the development of educational research on mathematics in German speaking countries (2) subject-matter didactics, (3) design science and design research, (4) modelling, (5) mathematics and Bildung 1810 to 1850, (6) Allgemeinbildung, Mathematical Literacy, and Competence Orientation (7) theory traditions, (8) classroom studies, (9) educational research and (10) large-scale studies. During the time span presented here, profound changes took place in German-speaking mathematics education research. Besides the traditional fields of activity like subject-matter didactics or design science, completely new areas also emerged, which are characterized by various empirical approaches and a closer connection to psychology, sociology, epistemology and general education research. Each chapter presents a respective area of mathematics education in Germany and analyzes its relevance for the development of the research community, not only with regard to research findings and methods but also in terms of interaction with the educational system. One of the central aspects in all chapters concerns the constant efforts to find common ground between mathematics and education. In addition, readers can benefit from this analysis by comparing the development shown here with the mathematical education research situation in their own country.

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What Is The Zais Model Introduction

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