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An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

How can open and distance learning and information and communications technology (ICT) provide us with more - and better - teachers? Open and distance learning is increasingly used in teacher education in developing and developed countries. It has the potential to strengthen and expand the teaching profession of the twenty-first century and to help achieve the target of education for all by 2015. Teacher Education Through Open and Distance Learning examines the case for using open and distance learning and ICT to train our educators. It describes and analyses the ways in which these methods and technologies are used for: \*initial teacher training and continuing professional development \*training principals and school managers \*training those who provide non-formal adult and community education \*communities of practice and sharing of knowledge and ideas within the teaching profession It also discusses the policy-making, management, technology, costing, evaluation and quality assurance aspects of this work. The contributors are outstanding practitioners in the field. The first review in over a decade, Teacher Education Through Open and Distance Learning draws on wide-ranging and international experience to summarise the strengths and weaknesses of new approaches to the education of teachers. It offers invaluable guidance to policymakers, planners, headteachers and teachers.

DVD contains video examples of technology-rich lessons.

This handbook unifies access and opportunity, two key concepts of sociology of education, throughout its 25 chapters. It explores today ' s populations rarely noticed, such as undocumented students, first generation college students, and LGBTQs; and emphasizing the intersectionality of gender, race, ethnicity and social class. Sociologists often center their work on the sources and consequences of inequality. This handbook, while reviewing many of these explanations, takes a different approach, concentrating instead on what needs to be accomplished to reduce inequality. A special section is devoted to new methodological work for studying social systems, including network analyses and school and teacher effects. Additionally, the book explores the changing landscape of higher education institutions, their respective populations, and how labor market opportunities are enhanced or impeded by differing postsecondary education pathways. Written by leading sociologists and rising stars in the field, each of the chapters is embedded in theory, but contemporary and futuristic in its implications. This Handbook serves as a blueprint for identifying new work for sociologists of education and other scholars and policymakers trying to understand many of the problems of inequality in education and what is needed to address them.

The debate is no longer whether to use information and communication technologies (ICT) in education in Africa but how to do so, and how to ensure equitable access for teachers and learners, whether in urban or rural settings. This is a book about how Africans adopt and adapt ICT. It is also about how ICT shape African schools and classrooms. Why do we use ICT, or not? Do girls and boys use them in the same ways? How are teachers and students in primary and secondary schools in Africa using ICT in teaching and learning? How does the process transform relations among learners, educators and knowledge construction? This collection by 19 researchers from Africa, Europe, and North America, explores these questions from a pedagogical perspective and specific socio-cultural contexts. Many of the contributors draw on learning theory and survey data from 36 schools, 66000 students and 3000 teachers. The book is rich in empirical detail on the perceived importance and appropriation of ICT in the development of education in Africa. It critically examines the potential for creative use of ICT to question habits, change mindsets, and deepen practice. The contributions are in both English and French.

The Early Grade Reading Assessment (EGRA) measures students' progress towards reading. EGRA gauges early literacy skills through a 15-minute individual oral assessment of five fundamental reading skills. RTI worked with education experts to develop the EGRA in 2006, and it has been piloted and implemented in more than 40 countries. This volume aims to take stock of the substantial amount of information and experience generated through the use of EGRA, and to share this knowledge with practitioners, policymakers, and international donors. Chapters cover not only particular applications of the instrument but also put EGRA in the context of broader issues and developments in literacy and education.

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