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This edited volume focuses on how international education policy, set by international policymakers and donors, influences local education policy in developing countries. The book's primary purpose is to give voice to scholars from developing countries and regions around the world by inviting them to explore how the international policy, invariably linked to international aid, influences education policy formation and implementation in their country or region and how this influence does or does not meet the local cultural, social, economic, and political needs. A relatively recent and small body of research and commentary supports a discourse that questions how well international education policy mandates such as Education For All serve the needs of developing countries. The intent of this book is to advance this discourse by giving voice to local scholars who observe and study the donor process. The book will be divided into two sections: the first section will set the stage for the discussions in the second section by providing theoretical and historical context for international education policy. As a framework for understanding, the book adopts the position that international policy does not have either the ability or the intent to serve the widely diverse needs of development around the world. International education policy has been formed, historically, by wealthy nations and agencies dominated by Western theoretical paradigms. In recent years, donor countries have made an effort to collaborate with developing countries in developing international education policy goals; however, this collaboration has been limited. Following establishment of the context of international education policy, section II of the book provides a forum for scholars from around the world to openly discuss and critique the impact of international policy on education in their country or region.

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Practitioners and students wishing to know how very young children develop an awareness of ICT will find this text invaluable. ICT has arguably one of the biggest impacts on every-day 21st century life, so its inclusion in the Early Years Foundation Stage curriculum reflects the need to encourage forward-looking practice in classrooms and nurseries. This book enables you to help young children develop their knowledge, understanding and skill in the use of ICT, with chapters from contributors with a wide range of practical experience. Full of ideas and new thinking, this practical guide shows you how to: promote independence in children's use of ICT through resources like digital cameras and role-play toys. explore the nature of creativity through ICT, using it to support the more traditional areas of art, music, dance and writing use ICT to enhance the physical and sensory aspects of outdoor learning experiences. harness the potential of ICT in reaching children with a variety of different learning needs, particularly those with profound and multiple learning difficulties, or autistic spectrum disorders. value children's home experiences of ICT and build on what they already know, and how to work with parents in developing their child's ICT capability. ICT can underpin all areas of learning for young children; this highly practical, inspirational and informative text is therefore relevant to all practitioners and students training in Early Years education.

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don't they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

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