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This two-volume set (CCIS 905 and CCIS 906) constitutes the refereed proceedings of the Second International Conference on Advances in Computing and Data Sciences, ICACDS 2018, held in Dehradun, India, in April 2018. The 110 full papers were carefully reviewed and selected from 598 submissions. The papers

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are centered around topics like advanced computing, data sciences, distributed systems organizing principles, development frameworks and environments, software verification and validation, computational complexity and cryptography, machine learning theory, database theory, probabilistic

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This book highlights recent developments in literacy research in science teaching and learning from countries such as Australia, Brazil, China, Finland, Germany, Hong Kong, New Zealand, Norway, Singapore, Spain, South Africa, Sweden, Taiwan, and

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the United States. It includes multiple topics and perspectives on the role of literacy in enhancing science teaching and learning, such as the struggles faced by students in science literacy learning, case studies and evaluations of classroom-based interventions, and the challenges encountered in the science classrooms. It



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offers a critical and comprehensive investigation on numerous emerging themes in the area of literacy and science education, including disciplinary literacy, scientific literacy, classroom discourse, multimodality, language and representations of science, and content and language integrated learning (CLIL). The

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diversity of views and research contexts in this volume presents a useful introductory handbook for academics, researchers, and graduate students working in this specialized niche area. With a wealth of instructional ideas and innovations, it is also highly relevant for teachers and teacher educators seeking to improve

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Challenging the Paradigm, RISE Volume 8, focuses on research contributions challenging the basic assumptions, ways of thinking, and practices commonly accepted in physics education. Teaching physics involves multifaceted, research-based, value added strategies designed to improve academic engagement and depth

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of learning. In this volume, researchers, teaching and curriculum reformers, and reform implementers discuss a range of important issues. The volume should be considered as a first step in thinking through what physics teaching and physics learning might address in teacher preparation programs, in-service

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professional development programs, and in classrooms. To facilitate thinking about research-based physics teaching and learning each chapter in the volume was organized around five common elements:

1. A significant review of research in the issue or problem area.
2. Themes addressed are relevant for the teaching and

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learning of K-16 science 3. Discussion of original research by the author(s) addressing the major theme of the chapter.

4. Bridge gaps between theory and practice and/or research and practice. 5. Concerns and needs are addressed of school/community context stakeholders including students, teachers, parents,

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administrators, and community members.  
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School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and



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findings on pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical

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work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching

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practical work. This book will be of great interest to academics, researchers and post-graduate students in the fields of science education and educational policy.

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growing scale of science has been accompanied by a shift toward collaborative research, referred to as "team science." Scientific research is increasingly conducted by small teams and larger groups rather than individual investigators, but the challenges of collaboration can slow these teams'

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progress in achieving their scientific goals. How does a team-based approach work, and how can universities and research institutions support teams? Enhancing the Effectiveness of Team Science synthesizes and integrates the available research to provide guidance on assembling the science team; leadership, education and

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professional development for science teams and groups. It also examines institutional and organizational structures and policies to support science teams and identifies areas where further research is needed to help science teams and groups achieve their scientific and translational goals. This report offers major public

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policy recommendations for science

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science faculty, and graduate and  
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This edited volume presents innovative current research in the field of Science Education. The chapter's deal with a wide variety of topics and research approaches, conducted in a range of contexts and



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settings. Together they make a strong contribution to knowledge on science teaching and learning. The book consists of selected presentations from the 12th European Science Education Research Association (ESERA) Conference, held in Dublin, Ireland from 21st to 25th August, 2017. The ESERA community is made up

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of professionals with diverse disciplinary backgrounds from natural sciences to social sciences. This diversity enables a rich understanding of cognitive and affective aspects of science teaching and learning. The studies in this book will stimulate discussion and interest in finding new ways of implementing and

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researching science education for the future. The twenty-two chapters in this book are presented in four parts highlighting innovative approaches to school science, emerging identities in science education, approaches to developing learning and competence progressions, and ways of enhancing

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science teacher education. This collection of studies showcases current research orientations in science education and is of interest to science teachers, teacher educators and science education researchers around the world with a commitment to bridging research and practice in science teaching and learning.

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This book addresses the background of classroom flipping, explores the theoretical underpinnings for why flipping works, and shares current success stories in practice. It provides diverse international examples of classroom flipping for all ages, includes discussions

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of the authors' studies in the context of the existing research, and illustrates the impact that classroom flipping has had across a range of educational settings instead of focusing on a specific domain or learner context. Intended as a handbook for practitioners, the analysis of commonly used, highly effective techniques for

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learners of various ages fills a major gap in the literature. It offers a valuable resource for educators, helping them make the flipped learning experience an impactful and meaningful one.

Under pressure and support from the federal government, states have

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increasingly turned to indicators based on student test scores to evaluate teachers and schools, as well as students themselves.

The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests, such as in mathematics or English/language arts with a focus on grades 4-8. Teachers in these



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subject areas, however, constitute less than thirty percent of the teacher workforce in a district. Comparatively little has been written about the measurement of achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of

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grade levels and subject areas, with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests, as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development,

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psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective. The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research-based applications of educational measurement and assessment.

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Edited by leading experts, these books are comprehensive and practical resources on the latest developments in the field. The NCME series editorial board is comprised of Michael J. Kolen, Chair; Robert L. Brennan; Wayne Camara; Edward H. Haertel; Suzanne Lane; and Rebecca Zwick.

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