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In this open access edited volume, international researchers of the field describe and discuss the systematic review method in its application to research in education. Alongside fundamental methodical considerations, reflections and practice examples are included and provide an introduction and overview on systematic reviews in education research.

Contents
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(COER), Faculty of Education and Social Science, Carl von Ossietsky University of Oldenburg, Germany. Katja Buntins, Research Associate, Learning Lab, University of Duisburg-Essen, Essen, Germany.

This volume represents the proceedings of the 3rd Eurasian Conference on Educational Innovation 2020 (ECEI 2020). This conference is organized by the International Institute of Knowledge Innovation and Invention (IIKII), and was held on February 5-7, 2020 in Hanoi, Vietnam. ECEI 2020 provides a unified communication platform for researchers in a range of topics in education innovation and other related fields. This proceedings volume enables interdisciplinary collaboration of science and engineering technologists. It is a fine starting

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point for establishing an international network in the academic and industrial fields.

Reading fluency has been identified as a key component of proficient reading. Research has consistently demonstrated significant and substantial correlations between reading fluency and overall reading achievement. Despite the great potential for fluency to have a significant outcome on students' reading achievement, it continues to be not well understood by teachers, school administrators and policy makers. The chapters in this volume examine reading fluency from a variety of perspectives. The initial chapter sketches the history of fluency as a literacy instruction component. Following chapters examine recent studies and approaches

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to reading fluency, followed by chapters that explore actual fluency instruction models and the impact of fluency instruction. Assessment of reading fluency is critical for monitoring progress and identifying students in need of intervention. Two articles on assessment, one focused on word recognition and the other on prosody, expand our understanding of fluency measurement. Finally, a study from Turkey explores the relationship of various reading competencies, including fluency, in an integrated model of reading. Our hope for this volume is that it may spark a renewed interest in research into reading fluency and fluency instruction and move toward making fluency instruction an even more integral part of all literacy instruction.

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Accessible yet theoretically rich, this landmark text introduces key concepts and issues in critical discourse analysis and situates these within the field of educational research. The book invites readers to consider the theories and methods of three major traditions in critical discourse studies – discourse analysis, critical discourse analysis, and multimodal discourse analysis -- through the empirical work of leading scholars in the field. Beyond providing a useful overview, it contextualizes CDA in a wide range of learning environments and identifies how CDA can shed new insights on learning and social change. Detailed analytic procedures are included – to demystify the process of conducting CDA, to invite conversations about issues of trustworthiness of interpretations and their value to educational contexts, and to

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encourage researchers to build on the scholarship in critical discourse studies. This edition features a new structure; a touchstone chapter in each section by a recognized expert (Gee, Fairclough, Kress); and a stronger international focus on both theories and methods. NEW! Companion Website with Chapter Extensions; Interviews; Bibliographies; and Resources for Teaching Critical Discourse Analysis.

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