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A 'one-stop shop' for assessment for student teachers covering all major assessment types carefully balancing theory with practical case studies and classroom activities.

Assessment in Practice explores timely and important questions in relation to assessment. By examining the relationship between identity, culture, policy and inclusion, the book investigates the conflicted and fractured battleground of assessment, and challenges current and practiced understandings of assessment practice. The authors encourage the reader to reconceptualise assessment as a sociocultural practice. Each chapter studies a key theme in the understanding of assessment policy and practice from a sociocultural perspective and provides questions to prompt reflection on the key assessment concepts outlined in the book. Using culture as both a lens and analytic tool, the chapters examine topics such as The social order of assessment, how assessment works in the world and how learning could be assessed Perspectives on social justice and assessment, with a particular focus on social class and other potential inequalities on the experiences of assessment for young people Discussions of ability and the assessment of students with special education needs as well as the role of inclusivity in assessment practice Written by leading academics from University College Cork, the third volume in the successful Routledge Current Debates in Educational Psychology series is an essential read for researchers and postgraduate students in educational research and education psychology.

The Routledge Encyclopedia of Interpreting Studies is the authoritative reference for anyone with an academic or professional interest in interpreting. Drawing on the expertise of an international team of specialist contributors, this single-volume reference presents the state of the art in interpreting studies in a much more fine-grained matrix of entries than has ever been seen before. For the first time all key issues and concepts in interpreting studies are brought together and covered systematically and in a structured and accessible format. With all entries alphabetically arranged, extensively cross-referenced and including suggestions for further reading, this text combines clarity with scholarly accuracy and depth, defining and discussing key terms in context to ensure maximum understanding and ease of use. Practical and unique, this Encyclopedia of Interpreting Studies presents a genuinely comprehensive overview of the fast growing and increasingly diverse field of interpreting studies.

Special Educational Needs, Inclusion and Diversity 3E has established itself as the textbook on special educational needs (SEN). The new edition of this popular textbook retains its comprehensive, insightful and accessible approach and reflects the latest changes in policy and legislation. It provides a stimulating balance between theory, research and practice as well as a unique analysis of the implications for SEN of linguistic, cultural and ethnic diversity. Recognizing the complex and difficult nature of many special educational needs, the authors place a firm emphasis on inclusion and suggest practical strategies enabling professionals to maximise inclusion while at the same time recognizing and supporting diversity. Key features of the third edition include: • The increasingly diverse SEN approaches and legislation across England, Wales, Scotland and Ireland, within an international context • Provision and arrangements for 16-25 year olds • Identification, assessment and intervention strategies for SEN from the early years • Responding to the diversity of social, emotional and mental health needs within the context of behaviour and discipline in schools Special Educational Needs, Inclusion and Diversity 3E is the definitive handbook that supports teachers, educational psychologists, SENCOs, SEN specialist teachers and other professionals in working with children who have SEN in an increasingly diverse society.

This collection presents research-based interventions using existing knowledge to produce new pedagogies to teach evolution to learners more successfully, whether in schools or elsewhere. 'Success' here is measured as cognitive gains, as acceptance of evolution or an increased desire to continue to learn about it. Aside from introductory and concluding chapters by the editors, each chapter consists of a research-based intervention intended to enable evolution to be taught successfully; all these interventions have been researched and evaluated by the chapters' authors and the findings are presented along with discussions of the implications. The result is an important compendium of studies from around the world conducted both inside and outside of school. The volume is unique and provides an essential reference point and platform for future work for the foreseeable future.

A renowned climate scientist shows how fossil fuel companies have waged a thirty-year campaign to deflect blame and responsibility and delay action on climate change, and offers a battle plan for how we can save the planet. Recycle. Fly less. Eat less meat. These are some of the ways that we've been told can slow climate change. But the inordinate emphasis on individual behavior is the result of a marketing campaign that has succeeded in placing the responsibility for fixing climate change squarely on the shoulders of individuals. Fossil fuel companies have followed the example of other industries deflecting blame (think "guns don't kill people, people kill people") or greenwashing (think of the beverage industry's "Crying Indian" commercials of the 1970s). Meanwhile, they've blocked efforts to regulate or price carbon emissions, run PR campaigns aimed at discrediting viable alternatives, and have abdicated their responsibility in fixing the problem they've created. The result has been disastrous for our planet. In The New Climate War, Mann argues that all is not lost. He draws the battle lines between the people and the polluters-fossil fuel companies, right-wing plutocrats, and petrostates. And he outlines a plan for forcing our governments and corporations to wake up and make real change, including: a common-sense, attainable approach to carbon pricing- and a revision of the well-intentioned but flawed currently proposed version of the Green New Deal; allowing renewable energy to compete fairly against fossil fuels debunking the false narratives and arguments that have worked their way into the climate debate and driven a wedge between even those who support climate change solutions combatting climate doomism and despair-mongering With immensely powerful vested interests aligned in defense of the fossil fuel status quo, the societal tipping point won't happen without the active participation of citizens everywhere aiding in the collective push forward. This book will reach, inform, and enable citizens everywhere to join this battle for our planet.

In recent years, the intersection of cognitive psychology, developmental psychology, and neuroscience with regard to deaf individuals has received increasing attention from a variety of academic and educational audiences. Both research and pedagogy have addressed questions about whether deaf children learn in the same ways that hearing children learn, how signed languages and spoken languages might affect different aspects of cognition and cognitive development, and the ways in which hearing loss influences how the brain processes and retains information. There are now a number of preliminary answers to these questions, but there has been no single forum in which research into learning and cognition is brought together. The Oxford Handbook of Deaf Studies in Learning and Cognition aims to provide this shared forum, focusing exclusively on learning, cognition, and cognitive development from theoretical, psychological, biological, linguistic, social-emotional, and educational perspectives. Each chapter includes state-of-the-art research conducted and reviewed by international experts in the area. Drawing this research together, this volume allows for a synergy of ideas that possesses the potential to move research, theory, and practice forward.

Barron's AP French Language and Culture is aligned to the College Board's AP French course and features expert review and key practice to help students prepare for the exam. Developed by expert French teachers who have worked with the College Board for years, this edition features: Two full-length practice exams in the book with all questions answered and explained One full-length online practice exam with audio and answer explanations Downloadable audio and audio scripts for all listening exercises, exemplary conversations, and oral presentations Expanded open response and oral presentation section Tips and strategies for mastering all skills and tasks required for success on the exam Practice for multiple-choice sections, the persuasive essays, and the audio portions of both practice exams