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Education in the Global South faces several key interrelated challenges, for which Open Educational Resources (OER) are seen to be part of the solution. These challenges include: unequal access to education; variable quality of educational resources, teaching, and student performance; and increasing cost and concern about the sustainability of education. The Research on Open Educational Resources for Development (ROER4D) project seeks to build on and contribute to the body of research on how OER can help to improve access, enhance quality and reduce the cost of education in the Global South. This volume examines aspects of educator and student adoption of OER and engagement in Open Educational Practices (OEP) in secondary and tertiary education as well as teacher professional development in 21 countries in South America, Sub-Saharan Africa and South and Southeast Asia. The ROER4D studies and syntheses presented here aim to help inform Open Education advocacy, policy, practice and research in developing countries.

The purpose of this book is to investigate with conceptualization how reforms change educational organizations and subjectivities, and how educational organizations change reforms. The book gives an account of the power of conceptual endeavors, with close readings of empirical material. The book elaborates this through empirical investigations of the intertwinement of different educational reforms, of policies, standards, and everyday educational lives across the globe. As well as telling stories of reforms and how they transform and are transformed by the educational organizations and subjects they engage, the book highlights how a careful enactment of methodologies and critiques might enable a tracing of not only intended but also unintended effects of reforms. In this way, the book explores performative approaches to education reform and thus attempts to nuance the idea of causality and linearity in the implementation of education reforms. Engaging with performative approaches, this book scrutinizes how reforms are involved with the creation and shaping of the world and thus offers insight

into what happens when reforms are borrowed, translated, and taken up in a range of ways. This book was originally published as a special issue of the International Journal of Qualitative Studies in Education.

Teaching Spelling: Exploring commonsense strategies and best practices equips teachers with the vital knowledge and skills needed to help their students become proficient writers and spellers. Peter Westwood provides a very clear and concise account of the important skills and processes that underpin accurate spelling, and describes in very practical terms, many evidence-based strategies and methods that teachers can use to help all students become confident, capable and independent spellers. The book also addresses the purposes of various forms of assessment of spelling skills, to guide teaching and planning. Chapters in this accessible and timely text include: the importance of correct spelling visual, auditory and cognitive components of spelling ability general principles for planning instruction proven teaching strategies and methods word study as a teaching approach formal and informal assessment At the end of each chapter the author provides a list of online and print resources, thus enabling readers to extend their knowledge in the various topics. The extensive reference list is also an invaluable source of information on recent research and thinking on the topic of spelling instruction. Teaching Spelling: Exploring commonsense strategies and best practices is an essential resource for all those in teacher education and taking in-service courses.

Living at the beginning of the 21st century requires being numerate, because numerical abilities are not only essential for life prospects of individuals but also for economic interests of post-industrial knowledge societies. Thus, numerical development is at the core of both individual as well as societal interests. There is the notion that we are already born with a very basic ability to deal with small numerosities. Yet, this often called "number sense" seems to be very restricted, approximate, and driven by perceptual constraints. During our numerical development in formal (e.g., school) but also informal contexts (e.g., family, street) we acquire culturally developed abstract symbol systems to represent exact numerosities – in particular number words and Arabic digits – refining our numerical capabilities. In recent years, numerical development has gained increasing research interest documented in a growing number of behavioural, neuro-scientific, educational, cross-cultural, and neuropsychological studies addressing this issue. Additionally, our understanding of how numerical competencies develop has also benefitted considerably from the advent of different neuro-imaging techniques allowing for an evaluation of developmental changes in the human brain. In sum, we are now starting to put together a more and more coherent picture of how numerical competencies develop and how this development is associated with neural changes as well. In the end, this knowledge might also lead to a better understanding of the reasons for atypical numerical development which often has grievous consequences for those who suffer from developmental dyscalculia or mathematics learning disabilities. Therefore, this Research Topic deals with all aspects of numerical development: findings from behavioural performance to underlying neural substrates, from cross-sectional to longitudinal evaluations, from healthy to clinical populations. To this end, we included empirical contributions using different experimental methodologies, but also theoretical contributions, review articles, or opinion papers.

This book constitutes extended, revised and selected papers from the Third East Asia Game Theory International Conference, EAGT 2019, held in Fuzhou, China, in March 2019. The 10 full papers presented in this volume were carefully reviewed and selected from a total of 146 submissions. The papers in the volume are focused on non-cooperative and cooperative games and cover such subjects or disciplines as

game theory, operations research, mathematics, decision science, management science, economics, experiment economics, system engineering, psychology and control theory.

“Highly accessible and enjoyable for readers who love and loathe math.” —Booklist A critical read for teachers and parents who want to improve children’s mathematics learning, *What’s Math Got to Do with It?* is “an inspiring resource” (Publishers Weekly). Featuring all the important advice and suggestions in the original edition of *What’s Math Got to Do with It?*, this revised edition is now updated with new research on the brain and mathematics that is revolutionizing scientists’ understanding of learning and potential. As always Jo Boaler presents research findings through practical ideas that can be used in classrooms and homes. The new *What’s Math Got to Do with It?* prepares teachers and parents for the Common Core, shares Boaler’s work on ways to teach mathematics for a “growth mindset,” and includes a range of advice to inspire teachers and parents to give their students the best mathematical experience possible.

The promise of America is that, with ambition and hard work, anyone can rise to the top. But now the promise has been broken, and we’ve become an aristocracy where rich parents raise rich kids and poor parents raise poor kids. We’ve been told that the changes are structural, that there’s nothing we can do about this. But that doesn’t explain why other First World countries are beating us hands down on the issue of mobility. What’s different about America is our politics. An ostensibly progressive New Class of comfortably rich professionals, media leaders, and academics has shaped the contours of American politics and given us a country of fixed economic classes. It is supported by the poorest of Americans, who have little chance to rise, an alliance of both ends against the middle that recalls the Red Tories of parliamentary countries. Because they support an aristocracy, the members of the New Class are Tories, and because of their feigned concern for the poor, they are Red Tories. *The Way Back* explains the revolution in American politics, where political insurgents have challenged the complacent establishment of both parties, and shows how we can restore the promise of economic mobility and equality by pursuing socialist ends through capitalist means.

In *Evidence, Politics, and Education Policy*, political scientists Lorraine M. McDonnell and M. Stephen Weatherford provide an original analysis of evidence use in education policymaking to help scholars and advocates shape policy more effectively. The book shows how multiple types of evidence are combined as elected officials and their staffs work with researchers, advocates, policy entrepreneurs, and intermediary organizations to develop, create, and implement education policies. *Evidence, Politics, and Education Policy* offers an in-depth understanding of the political environment in which evidence is solicited and used. Two key case studies inform the book’s findings. The primary case—a major, multimethod study—examines the development and early implementation of the Common Core State Standards at the national level and in four states: California, Indiana, Massachusetts, and Tennessee. A comparative case analyzes the evidence used in Congressional hearings over the twenty-year history of the Children’s Health Insurance Program. Together, the two cases illustrate the conditions under which different types of evidence are used and, in particular, how federalism, the complexity of the policy problem, and the policy’s maturity shape evidence use. McDonnell and Weatherford focus on three leverage points for strengthening the use of research evidence in education policy: integrating research findings with value-based policy ideas; designing policies with incentives for research use built into their rules and organizational structures; and training policy analysts to promote the use of research in policymaking venues.

Over the last fifty years, Canada's public schools have been absorbed into a modern education system that functions much like Max Weber's infamous iron cage. Crying out for democratic school-level reform, the system is now a centralized, bureaucratic fortress that, every year, becomes softer on standards for students, less accessible to parents, further out of touch with communities, and surprisingly unresponsive to classroom teachers. Exploring the nature of the Canadian education order in all its dimensions, *The State of the System* explains how public schools came to be so bureaucratic, confronts the critical issues facing kindergarten to grade 12 public schools in all ten provinces, and addresses the need for systemic reform. Going beyond a diagnosis of the stresses, strains, and ills present in the system, Paul Bennett proposes a bold plan to re-engineer schools on a more human scale as the first step in truly reforming public education. In place of school consolidation and managerialism, one-size-fits-all uniformity, limited school choice, and the "success-for-all" curriculum, Bennett advocates for a new set of priorities: decentralize school governance, deprogram education ministries and school districts, listen to parents and teachers, and revitalize local education democracy. Tackling the thorny issues besetting contemporary school systems in Canada, *The State of the System* issues a clarion call for more responsive, engaged, and accountable public schools.

Featuring a blend of original research papers and comprehensive surveys from an international team of leading researchers in the thriving fields of foliation theory, holomorphic foliations, and birational geometry, this book presents the proceedings of the conference "Foliation Theory in Algebraic Geometry," hosted by the Simons Foundation in New York City in September 2013. Topics covered include: Fano and del Pezzo foliations; the cone theorem and rank one foliations; the structure of symmetric differentials on a smooth complex surface and a local structure theorem for closed symmetric differentials of rank two; an overview of lifting symmetric differentials from varieties with canonical singularities and the applications to the classification of AT bundles on singular varieties; an overview of the powerful theory of the variety of minimal rational tangents introduced by Hwang and Mok; recent examples of varieties which are hyperbolic and yet the Green-Griffiths locus is the whole of X ; and a classification of pseudoeffective codimension one distributions. Foliations play a fundamental role in algebraic geometry, for example in the proof of abundance for threefolds and to a solution of the Green-Griffiths conjecture for surfaces of general type with positive Segre class. The purpose of this volume is to foster communication and enable interactions between experts who work on holomorphic foliations and birational geometry, and to bring together leading researchers to demonstrate the powerful connection of ideas, methods, and goals shared by these two areas of study./div

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