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High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book 's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. " This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as " the diploma disease † takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog. † ? Angela W. Little, Professor Emerita, Institute of Education, University College London " This book is very well structured and written and draws on the authors ' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings. † ? Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning " I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations. † ? Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

This book is the first ever major effort to document and study hundreds of texts from an African (Ugandan) oral culture for children – folktales, riddles, and rhymes – and at the same time to make them available in the local Languages and to focus on their cultural and national value. The author surveys the history of collecting in Uganda and situates the texts in their broader geographical, historical, socio-cultural and educational Setting, including the early collecting efforts of heritage-minded Ugandans and European missionaries. Most of this preservational work is elusive and under-explored – so that the present book constitutes a major pioneering summary of Ugandan oral culture for children. The book addresses key questions such as: What happens when we collect, transcribe, and translate an oral text? How do we transfer components of the oral text to the page? What are the challenges of translating oral forms targeting itself – rally a child Audience, and what choices ought to be made in the process? The book provides possible ways of rethink – ing the debate about orally and literacy as modes of representation – the generic interrelationship between the oral and the written text, and how the two can enter dialogue through transcription and translation. The latter are effective means to archive these oral forms for children and use them to promote literacy and numeracy skills in predominantly oral communities. In the current institutions of formal education in Uganda, this coexistence of orality and literacy is evident in the class – room environment, where the oral text is turned into words on the page to encourage literacy. Through transcription, the collector is able to capture oral texts in other forms – audio, written, visual, and digital. With the new technologies available, the task is not as arduous as in the past, and the information thus captured is made available in all its wealth for purposes of instruction or entertainment.

This World Bank report is a rich compilation of information on teaching learning materials (TLM) in Africa based on the extensive and multi-faceted experience of the author's work in the education sector in Africa. The study examines a wide range of issues around TLM provision including curriculum, literacy and numeracy, language of instruction policy, procurement and distribution challenges, TLM development and production and their availability, management and usage in schools. It also looks at the role of information and communication technology (ICT) based TLMs and their availability. The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students. This study, which draws from more than 40 Anglophone, Francophone, Lusophone, and Arabic-speaking countries will be particularly useful for policymakers, development partners, and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa.

An anthology designed for the enjoyment and instruction of students from junior-secondary school onwards. The poems focus on aspects central to African life and culture: lover, identity, death, village life, separation, power and freedom. Guidance for teachers is included.

Over the past two decades, projects supported by the International Development Research Centre (IDRC) have critically examined the ways in which information and communications technologies (ICTs) can be used to improve learning, empower the disenfranchised, generate income opportunities for the poor, and facilitate access to healthcare in Africa, Asia, Latin America and the Caribbean. Considering that most development institutions and governments are currently attempting to integrate ICTs into their practices, it is an opportune time to reflect on the research findings that have emerged from IDRC ' s work and research in this area. " Connecting ICTs to Development " discusses programmatic investments made by IDRC in a wide variety of areas related to ICTs, including infrastructure, access, regulations, health, governance, education, livelihoods, social inclusion, technical innovation, intellectual property rights and evaluation. Each chapter in this book analyzes the ways in which research findings from IDRC-supported projects have contributed to an evolution of thinking, and discusses successes and challenges in using ICTs as tools to address development issues. The volume also presents key lessons learned from ICT4D programming and recommendations for future work.

As teachers we often tend to expect other countries to teach chemistry in much the same way as we do, but educational systems differ widely. At Bielefeld University we have started a project to analyse the approach to chemical education in different countries from all over the world: "Teaching Chemistry Around The World". 25 countries have participated in the project. The resulting country studies are presented in this book. This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries. Especially in the case of the school subject chemistry, which is very unpopular on the one hand and occupies an exceptional position on the other hand 7F 13 due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving 7F 13 we have to learn from each others' educational systems.

The first edition of Instructional Supervision: Applying Tools and Concepts was highly regarded by both professors and students for its practicality and its - - coverage of tools & strategies to help supervisors work effectively with teachers.- up-to-date approach to clinical supervision which includes teacher portfolios, action research, peer coaching, and other innovative practices.- authentic case studies, classroom examples, field experiences, prompts for reflection, and pragmatic tips.The second edition retains all of these features and goes further by offering -- a comprehensive collection of classroom observation tools.- a new chapter on confronting marginal teaching.- expanded coverage of professional development & its link to teacher evaluation.- extended ELCC-based self-assessment activities for students to help them master the entire cycle of clinical supervision and the development of professional growth plans.

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