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Research for Educational Change 2016-06-17 research for educational change presents ways in which educational research can fulfil its commitments to educational practice focussing its discussion within the context of mathematics education it argues that while research generated insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and sustained is far from evident the question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice in the first part of the book four teams of researchers use different methodologies while analysing the same corpus of data collected in a south african mathematics classroom in the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices this book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice it will also appeal to teacher educators practitioners and undergraduate students interested in educational research

Schooling for Sustainable Development in Africa 2016-11-11

this book considers the scope and dynamics of education for sustainable development esd and learning in schools in africa it explores the conditions and processes that support such learning and examines how esd in schooling can improve the quality and relevance of education the quality of education has been defined internationally as a key concern for educational institutions around the world including schools in africa the models of quality are often limited to performance based approaches and or inclusive approaches the contributions in this book show that there is more to a discussion on educational quality in africa than performance success and or inclusion the chapters explain how esd brings a new relevance to education in africa and at the same time sounds the beginning of a new concept of quality education the volume presents a collection of experiences in creating and supporting quality learning processes through a variety of esd practices

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Holocaust Memory and Racism in the Postwar World

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