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Information communication technology (ICT) has changed the way we access and use information. It has also dramatically increased the amount of information available. The information environment constantly changes, and it requires particular skills to make use of the bewildering flood of information. These skills, collectively referred to as information literacy skills, include the ability to locate, evaluate, and use information effectively. They are important for everyone, but especially for undergraduate students. This book will not only ensure that you, as a student, cope with your studies, but will also enable you to participate in the global economy and keep abreast of the ever-changing environment once you graduate. The book examines the various aspects of information literacy, including finding information in a range of sources and resources, such as a library and the internet; and differentiating between various types of resources such as journals, grey literature, government publications, data bases and the internet. It demonstrates how to search electronic information sources effectively, and evaluate information obtained from the internet. It clarifies what is ethical use of information. Also covered in this book are the essential skills of compiling notes and summaries from sources; reading and writing skills - especially as related to writing assignments; and referencing methods needed for compiling an accurate and complete bibliography. The book includes self-test activities and is an indispensable tool for undergraduates.

An illuminating guide to a career as a teacher written by acclaimed journalist Melinda D. Anderson and based on the real-life experiences of a master teacher—essential reading for anyone considering a path to this profession that changes lives. Go behind the scenes and be mentored by the best in the business to find out what it's really like, and what it really takes, to become a teacher. Educators are the bedrock of a healthy society, and the exceptional ones have a lasting impact. The best teachers surpass mere instruction to cultivate and empower students beyond school. In LaQuisha Hall's classroom, students are "scholars," young ladies are "queens," and young men are "kings." The Baltimore high school English teacher's pioneering approach to literacy has earned her teacher of the year accolades, and has established her as a visionary mentor to the young black men and women of Baltimore. Acclaimed education writer Melinda D. Anderson shadows Mrs. Hall to reveal how this rewarding profession changes lives. Learn about Hall's path to prominence, from the challenging realities of her rookie year to her place of excellence in the classroom. Learn from Hall's inspiring approach and confront the critical issues of race, identity, and equity in education. Here is how the job is performed at the highest level.

This resource will help school leaders and other professional development providers conduct ongoing, structured learning opportunities for mathematics teachers (K-12). The authors present models for professional development and the preparation of PD leaders designed and field-tested as part of two research projects supported by the National Science Foundation. The Problem-Solving Cycle model and the Mathematics Leadership Preparation model focus on topics of primary interest to mathematics teachers - mathematics content, classroom instruction, and student learning. They are intentionally designed so that they can be tailored to meet the needs and interests of participating teachers and schools. Through engaging vignettes, the authors describe the models, summarize key research findings, and share lessons learned. The book also includes detailed examples of workshop activities for both teachers and PD leaders.

Since the first edition of this book, many developments in science teaching and science education research have taken place. Consequently, the third edition is grounded in this new research, shifting the book from a constructivist approach of thinking about learning to a cultural-historical perspective for framing learning and teaching. This new edition, however, is mindful of the usefulness of a lot of the original material from the first and second edition, and so has kept important constructivist material, ensuring that a range of different approaches to teaching remain. Science for Children, 3e is designed to be interactive. It challenges students to think about the nature and importance of science as well as offering practical classroom-based strategies for students to commence their science teaching career.

This works adopts a multidisciplinary approach to corporate communication, including management communication, public relations, organizational behavior and change, marketing communication, and advertising. The many-faceted approach adopts the perspective of a practicing communications professional, emphasizes corporate branding, and focuses on an integrated approach to communication.

How to Teach Mathematics for Mastery is a research-informed guide to the key principles of the mastery approach. It summarises a wide range of research in a readable format, providing practical recommendations and guidance to help Secondary maths teachers and heads of department implement this approach in their schools. Written by a pioneer of the approach in the UK, How to Teach Mathematics for Mastery explores the theory and practice, with plenty of local and international examples, to help teachers in Secondary schools develop a greater understanding of the mastery pedagogy for teaching mathematics.

This book deals with both qualitative and quantitative approaches to research methodology; the steps followed in the research process; data collection (sampling, measuring, questioning and observing); and the procedures followed when applying a research design and interpreting research data. Various research techniques and methods are applied to conducting research of advertising, mass-media audiences and mass-media efficiency, and to conducting research in organisational and development contexts. The publication ends with a framework of scientific criteria and guidelines that can be used when planning and writing a research report, as well as when analysing and evaluating published research reports. Against the background of outcomes-based education, the aim of this publication is to enable learners to develop and acquire the following learning outcomes: research skills, problem-solving skills, communication skills, environmental literacy, developing a macrovision, self-responsibility skills, and developing individual, moral and ethical values as part of lifelong learning. Towards achieving these outcomes, and to accommodate different learning styles, the publication follows an interactive approach and contains several learning aids, such as marginal notes, executive summaries, self-evaluation and portfolio tasks, as well as guides with criteria that can be used by learners, teachers or examiners to assess the achievement of learning outcomes and performance.