
Read Book 2012 June 12 Grade 1 Paper Science Physical

When somebody should go to the ebook stores, search introduction by shop, shelf by shelf, it is in reality problematic. This is why we offer the ebook compilations in this website. It will categorically ease you to see guide **2012 June 12 Grade 1 Paper Science Physical** as you such as.

By searching the title, publisher, or authors of guide you essentially want, you can discover them rapidly. In the house, workplace, or perhaps in your method can be every best area within net connections. If you wish to download and install the 2012 June 12 Grade 1 Paper Science Physical, it is extremely easy then, before currently we extend the colleague to buy and make bargains to download and install 2012 June 12 Grade 1 Paper Science Physical thus simple!

KEY=GRADE - LLOYD MICAH

Science Education Research and Practice in Asia Challenges and Opportunities Springer This book discusses the scope of science education research and practice in Asia. It is divided into five sections: the first consists of nine chapters providing overviews of science education in Asia (China, Lebanon, Macau, Malaysia, Mongolia, Oman, Singapore, Taiwan, and Thailand). The second section offers chapters on content analysis of research articles, while the third includes three chapters on assessment and curriculum. The fourth section includes four chapters on innovative technology in science education; and the fifth section consists of four chapters on professional development, and informal learning. Each section also has additional chapters providing specific comments on the content. This collection of works provides readers with a starting point to better understand the current state of science education in Asia. **The New Class Society Goodbye American Dream?** Rowman & Littlefield Publishers The New Class Society introduces students to the sociology of class structure and inequalities as it asks whether or not the American dream has faded. The fourth edition of this powerful book demonstrates how and why class inequalities in the United States have been widened, hardened, and become more entrenched than ever. The fourth edition has been extensively revised and reorganized throughout, including a new introduction that offers an overview of key themes and shorter chapters that cover a wider range of topics. New material for the fourth edition includes a discussion of "The Great Recession" and its ongoing impact, the demise of the middle class, rising costs of college and increasing student debt, the role of electronic media in shaping people's perceptions of class, and more. **Science Teacher Educators as K-12 Teachers Practicing what we teach** Springer Science & Business Media Science teacher educators prepare and provide professional development for teachers at all grade levels. They seek to improve conditions in classroom teaching and learning, professional development, and teacher recruitment and retention. Science Teacher Educators as K-12 Teachers:

Practicing What We Teach tells the story of sixteen teacher educators who stepped away from their traditional role and entered the classroom to teach children and adolescents in public schools and informal settings. It details the practical and theoretical insights that these members of the Association of Science Teacher Educators (ASTE) earned from experiences ranging from periodic guest teaching to full-time engagement in the teaching role. *Science Teacher Educators as K-12 Teachers* shows science teacher educators as professionals engaged in reflective analysis of their beliefs about and experiences with teaching children or adolescents science. With their ideas about instruction and learning challenged, these educators became more aware of the circumstances today's teachers face. Their honest accounts reveal that through teaching children and adolescents, teacher educators can also renew themselves and expand their identities as well as their understanding of themselves in the profession and in relation to others. *Science Teacher Educators as K-12 Teachers* will appeal to all those with an interest in science education, from teacher educators to science teachers, as well as teacher educators in other disciplines. Its narratives and insights may even inspire more teacher educators to envision new opportunities to serve teachers, K-12 learners and the local community through a variety of teaching arrangements in public schools and informal education settings.

Voicing Code in STEM A Dialogical Imagination MIT Press An exploration of coding that investigates the interplay between computational abstractions and the fundamentally interpretive nature of human experience. The importance of coding in K-12 classrooms has been taken up by both scholars and educators. *Voicing Code in STEM* offers a new way to think about coding in the classroom--one that goes beyond device-level engagement to consider the interplay between computational abstractions and the fundamentally interpretive nature of human experience. Building on Mikhail Bakhtin's notions of heterogeneity and heteroglossia, the authors explain how STEM coding can be understood as voicing computational utterances, rather than a technocentric framing of building computational artifacts. Empirical chapters illustrate this theoretical stance by investigating different framings of coding as voicing.

The Pedagogy of English as an International Language Perspectives from Scholars, Teachers, and Students Springer This volume offers insights in current theoretical discussions, observations, and reflections from internationally and regionally celebrated scholars on the theory and practice of teaching English informed by a new school of thought, *English as an International Language (EIL)*. This volume provides readers (scholars, teachers, teacher-educators, researchers in the relevant fields) with: Knowledge of the changing paradigm and attitudes towards English language teaching from teaching a single variety of English to teaching intercultural communication and English language variation. Current thoughts on the theory of teaching English as an international language by internationally-celebrated established scholars and emergent scholars. Scholarly descriptions and discussions of how English language educators and teacher-educators translate the paradigm of English as an International Language into their existing teaching. Delineation of how this newly emerged paradigm is received or responded to by English language educators and students when it is implemented. Readers have a unique opportunity to observe and read the tensions and dilemmas that educators and students are likely to experience

*in teaching and learning EIL. **Strengthening Forensic Science in the United States A Path Forward** National Academies Press Scores of talented and dedicated people serve the forensic science community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that change and advancements, both systematic and scientific, are needed in a number of forensic science disciplines to ensure the reliability of work, establish enforceable standards, and promote best practices with consistent application. **Strengthening Forensic Science in the United States: A Path Forward** provides a detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. **Strengthening Forensic Science in the United States** gives a full account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-action for congress and policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators. **Parliamentary Debates (Hansard). House of Commons official report Youth and Skills Putting Education to Work** UNESCO "Many young people around the world --- especially the disadvantaged --- are leaving school without the skills they need to thrive in society and find decent jobs. As well as thwarting young people's hopes, these education failures are jeopardizing equitable economic growth and social cohesion, and preventing many countries from reaping the potential benefits of their growing youth populations. The 2012 Education for All Global Monitoring Report examines how skills development programmes can be improved to boost young people's opportunities for decent jobs and better lives."-- Publisher's description **Education, Skills, and Technical Change Implications for Future US GDP Growth** University of Chicago Press Over the past few decades, US business and industry have been transformed by the advances and redundancies produced by the knowledge economy. The workplace has changed, and much of the work differs from that performed by previous generations. Can human capital accumulation in the United States keep pace with the evolving demands placed on it, and how can the workforce of tomorrow acquire the skills and competencies that are most in demand? **Education, Skills, and Technical Change** explores various facets of these questions and provides an overview of educational attainment in the United States and the channels through which labor force skills and education affect GDP growth. Contributors to this volume focus on a range of educational and training institutions and bring new data to bear on how we understand the role of college and vocational education and the size and nature of the skills gap. This work links a range of research areas—such as growth accounting, skill development, higher education, and immigration—and also examines how well students are being prepared for the current and future world of work. **Gifted Children of Color Around the World Diverse Needs, Exemplary Practices and Directions for***

the Future Emerald Group Publishing This edited volume sheds light on the unique challenges, trends, and intersecting issues related to identifying intellectual potential of children of color around the world. The editors bring together expert scholars from around the world who have a vested interest in gifted children of color. **ECEL 2019 18th European Conference on e-Learning** Academic Conferences and publishing limited **HSLA Steels 2015, Microalloying 2015 & Offshore Engineering Steels 2015 Conference Proceedings** Springer This is a collection of papers presented at the joint conference of the 7th International Conference on High Strength Low Alloy Steels (HSLA Steels 2015), the International Conference on Microalloying 2015 (Microalloying 2015), and the International Conference on Offshore Engineering Steels 2015 (OES 2015). The papers focus on the exchange of the latest scientific and technological progresses on HSLA steels, microalloying steels, and offshore engineering steels over the past decades. The contributions are intended to strengthen cooperation between universities and research institutes, and iron and steel companies and users, and promote the further development in the fields all over the world. **BTEC First Diploma in Applied Science Core Units Report of Investigations Science Education Research and Practices in Taiwan Challenges and Opportunities** Springer This book highlights the development and outcomes of research on and practical experience in science education in Taiwan. As the outcomes of the scholarship on science education in Taiwan have garnered attention in science education communities around the world, this book gathers the most relevant research on Taiwan, presenting it in a cohesive overview that will move science education forward in terms of policy, research and practice. **Business Communication: Process and Product** Cengage Learning **BUSINESS COMMUNICATION: PROCESS AND PRODUCT, 8e**, is designed to prepare students for success in today's digital workplace. The textbook presents the basics of communicating in the workplace, using social media in a professional environment, working in teams, becoming a good listener, and presenting individual and team presentations. Authors Mary Ellen Guffey and Dana Loewy also offer a wealth of ideas for writing resumes and cover letters, participating in interviews, and completing follow-up activities. Optional grammar coverage in each chapter, including a comprehensive grammar guide in the end-of-book appendix, helps students improve their English language skills. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. **Nutrition Education in the K-12 Curriculum The Role of National Standards: Workshop Summary** National Academies Press The childhood obesity epidemic and related health consequences are urgent public health problems. Approximately one-third of America's young people are overweight or obese. Health problems once seen overwhelmingly in adults, such as type 2 diabetes, cardiovascular disease, and hypertension, are increasingly appearing in youth. Though the health of Americans has improved in many broad areas for decades, increases in obesity could erode these and future improvements. The IOM report *Accelerating Progress in Obesity Prevention: Solving the Weight of the Nation* recognized the importance of the school environment in addressing the epidemic and recommended making schools a focal point for obesity prevention. The development and implementation of K-12 nutrition benchmarks, guides, or standards

(for a discussion of these terms, see the next section of this chapter) would constitute a critical step in achieving this recommendation. National nutrition education curriculum standards could have a variety of benefits, including the following: Improving the consistency and effectiveness of nutrition education in schools; Preparing and training teachers and other education staff to help them provide effective nutrition education; Assisting colleges and universities in the development of courses in nutrition as part of teacher certification and in updating methods courses on how to integrate nutrition education in subject-matter areas in the classroom and in materials; and Establishing a framework for future collaborative efforts and partnerships to improve nutrition education. Nutrition Education in the K-12 Curriculum: The Role of National Standards is a summary of the workshop's presentations and discussions prepared from the workshop transcript and slides. This summary presents recommendations made by individual speakers.

Bridging Research and Practice in Science Education Selected Papers from the ESERA 2017 Conference Springer Nature This edited volume presents innovative current research in the field of Science Education. The chapter's deal with a wide variety of topics and research approaches, conducted in a range of contexts and settings. Together they make a strong contribution to knowledge on science teaching and learning. The book consists of selected presentations from the 12th European Science Education Research Association (ESERA) Conference, held in Dublin, Ireland from 21st to 25th August, 2017. The ESERA community is made up of professionals with diverse disciplinary backgrounds from natural sciences to social sciences. This diversity enables a rich understanding of cognitive and affective aspects of science teaching and learning. The studies in this book will stimulate discussion and interest in finding new ways of implementing and researching science education for the future. The twenty-two chapters in this book are presented in four parts highlighting innovative approaches to school science, emerging identities in science education, approaches to developing learning and competence progressions, and ways of enhancing science teacher education. This collection of studies showcases current research orientations in science education and is of interest to science teachers, teacher educators and science education researchers around the world with a commitment to bridging research and practice in science teaching and learning.

A scholarly contribution to educational praxis AOSIS This publication contains original research targeting scientific specialists in the field of education, through research endeavours grounded on a philosophical basis, as well as being embedded in the empirical. The research methodology of each chapter emanates from applicable philosophical assumptions in the form of an applicable theoretical and conceptual framework. The latter forms a firm basis for the application of sound empiricism. The content of this book adds to the body of scholarly knowledge in education. In his evaluation of the book, Acting Executive Dean, Faculty of Education and Training, Professor Akpovire Oduaran, made the following remarks: 'To a large extent, the ideas put together in this book have come from data generated not just from literature found in books and journals but actual interactions with educators and the learning environment. So then, what the reader is offered in this volume is the articulation of ideas that have been interrogated, structured and presented in surprisingly simplistic and yet incisive and academically enriching content that can

match the standards of scholarship that is available in the Western World. Yet, what makes this book so welcome, relevant and timely, is the fact that it is built around Afrocentric theories and practices such as one may find in imported literature.'

Minerals Yearbook Information Access and Library User Needs in

Developing Countries *IGI Global* While high quality library and information services continue to thrive and strengthen economic and social development, much of the knowledge that exists on user's needs and behaviors is fundamentally based on the results of users in English-speaking, western developed countries. *Information Access and Library User Needs in Developing Countries* highlights the struggles that developing countries face in terms of information gaps and information-seeking user behavior. The publication highlights ways in which users in developing countries can benefit from properly implementing LIS services. Researchers, academics, and practitioners interested in the design and delivery of information services will benefit from this collection of research. **A Framework for K-12 Science Education**

Practices, Crosscutting Concepts, and Core Ideas *National Academies Press* Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, *A Framework for K-12 Science Education* proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. *A Framework for K-12 Science Education* outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. *A Framework for K-12 Science Education* is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments. **Computational Science and Its Applications - ICCSA 2014 14th International Conference, Guimarães, Portugal, June 30 - July 3, 2014, Proceedings, Part IV** *Springer* The six-volume set LNCS 8579-8584 constitutes the refereed proceedings of the 14th International Conference on Computational Science and Its Applications, ICCSA 2014, held in Guimarães, Portugal, in June/July 2014. The

347 revised papers presented in 30 workshops and a special track were carefully reviewed and selected from 1167. The 289 papers presented in the workshops cover various areas in computational science ranging from computational science technologies to specific areas of computational science such as computational geometry and security. **Research for Educational Change Transforming researchers' insights into improvement in mathematics teaching and learning** Routledge *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.

Handbook of Research on K-12 Blended and Virtual Learning Through the i²Flex Classroom Model IGI *Global Teaching models that focus on blended and virtual learning have become important during the past year and have become integral for the continuance of learning. The i²Flex classroom model, a variation of blended learning, allows non-interactive teaching activities to take place without teachers' direct involvement, freeing up time for more meaningful teacher-student and student-student interactions. There is evidence that i²Flex leads to increased student engagement and motivation as well as better exploitation of teachers' and classroom time leading to the development of higher order cognitive skills as well as study skills for students' future needs related to citizenship, college, and careers. The Handbook of Research on K-12 Blended and Virtual Learning Through the i²Flex Classroom Model focuses not only on how to design, deliver, and evaluate courses, but also on how to assess teacher performance in a blended i²Flex way at the K12 level. The book will discuss the implementation of the i²Flex (isquareFlex), a non-traditional learning methodology, which integrates internet-based delivery of content and instruction with faculty-guided, student-independent learning in combination with face-to-face classroom instruction aiming at developing higher order cognitive skills within a flexible learning design framework. While highlighting new methods for improving the classroom and learning experience in addition to preparing students*

for higher education and careers, this publication is an essential reference source for pre-service and in-service teachers, researchers, administrators, educational technology developers, and students interested in how the i2Flex model was implemented in classrooms and the effects of this learning model. **Money for Graduate Students in the Biological Sciences, 2010-2012** All areas of the biological sciences are covered, including agronomy, animal science, botany, environmental sciences, forestry, horticulture, marine sciences, veterinary sciences, zoology, and many more. Each program entry is prepared from data supplied by the sponsoring organization. You can read about the purpose, eligibility, monetary award, duration, special features, limitations, number awarded, and deadline date for any program.--[back cover]. **New Horizons in Health-Promoting: From Methods to Implementation Science** Frontiers Media SA **Child Development An Active Learning Approach** SAGE Publications In the Third Edition of the topically organized *Child Development: An Active Learning Approach*, authors Laura E. Levine and Joyce A. Munsch invite students to take an active journey toward understanding the latest findings from the field of child development. Using robust pedagogical tools built into the chapter narratives, students are challenged to confront myths and misconceptions, participate in real-world activities with children and independently, and utilize video resources and research tools to pursue knowledge and develop critical thinking skills on their own. This new edition covers the latest findings on developmental neuroscience, positive youth development, the role of fathers, and more, with topics of diversity and culture integrated throughout. More than a textbook, this one-of-a-kind resource will continue to serve students as they go on to graduate studies, to work with children and adolescents professionally, and to care for children of their own. **SOC** Cengage Learning 4LTR Press solutions give students the option to choose the format that best suits their learning preferences. This option is perfect for those students who focus on the textbook as their main course resource. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. **Teacherpreneurs Innovative Teachers Who Lead But Don't Leave** John Wiley & Sons We need a bold new brand of teacher leadership that will create opportunities for teachers to practice, share, and grow their knowledge and expertise. This book is about "teacherpreneurs"—highly accomplished classroom teachers who blur the lines of distinction between those who teach in schools and those who lead them. These teacherpreneurs embody the concept that teachers can teach as well as lead the transformation of teaching and learning. It's about empowering expert teachers who can buoy the image of teaching and enforce standards among their ranks while all along making sure that their colleagues as well as education policymakers and the public know what works best for students. The book follows a small group of teacherpreneurs in their first year. We join their journey toward becoming teacher leaders whose work is not defined by administrative fiat, but by their knowledge of students and drive to influence policies that allow them and their colleagues to teach more effectively. The authors trace the teacherpreneurs' steps—and their own—in the effort to determine what it means to define and execute the concept of "teacherpreneurism" in the face of tough demands and resistant organizational structures. **University Trends Contemporary Campus Design** Routledge A

university campus is a place with special resonance: conjuring images of cloistered quadrangles and wood-panelled libraries, often echoing centuries of scholarly tradition. And yet it is also a place of cutting-edge science, interactive learning, youth, vibrancy, and energy. It is this dual nature which makes the physical environment of a university so dynamic as well as a highly challenging landscape to design and manage successfully. Today, the scale of the pressures and the rate of change facing higher education institutions are greater than ever. Squeezed public spending, rising tuition fees and the growing education ambitions of developing nations are set against a backdrop of rapid technological progress and changing pedagogies. What are the repercussions for the physical realities of university planning and architecture? And how are university campuses adapting to contend with these pressures? *University Trends* introduces the most significant, widespread and thought-provoking trends in campus design today. Part 1 identifies current trends such as starchitecture, large-scale campus extensions, adaptive re-use, and international branch campuses. Part 2 profiles each trend via highly-illustrated, global case studies of well-publicised as well as lesser-known projects. The essential guide to current and future trends in campus design. **Academic Language in Diverse Classrooms: English Language Arts, Grades 6-8** Corwin Press This title offers guidance to educators in how to target academic language in planning for student learning as states undergo the implementation of the Common Core and corresponding English language proficiency standards in preparation for the upcoming consortia-led assessments. **Preventing Bullying Through Science, Policy, and Practice** National Academies Press Bullying has long been tolerated as a rite of passage among children and adolescents. There is an implication that individuals who are bullied must have "asked for" this type of treatment, or deserved it. Sometimes, even the child who is bullied begins to internalize this idea. For many years, there has been a general acceptance and collective shrug when it comes to a child or adolescent with greater social capital or power pushing around a child perceived as subordinate. But bullying is not developmentally appropriate; it should not be considered a normal part of the typical social grouping that occurs throughout a child's life. Although bullying behavior endures through generations, the milieu is changing. Historically, bullying has occurred at school, the physical setting in which most of childhood is centered and the primary source for peer group formation. In recent years, however, the physical setting is not the only place bullying is occurring. Technology allows for an entirely new type of digital electronic aggression, cyberbullying, which takes place through chat rooms, instant messaging, social media, and other forms of digital electronic communication. Composition of peer groups, shifting demographics, changing societal norms, and modern technology are contextual factors that must be considered to understand and effectively react to bullying in the United States. Youth are embedded in multiple contexts and each of these contexts interacts with individual characteristics of youth in ways that either exacerbate or attenuate the association between these individual characteristics and bullying perpetration or victimization. Recognizing that bullying behavior is a major public health problem that demands the concerted and coordinated time and attention of parents, educators and school administrators, health care providers, policy makers, families, and others concerned with the care of children, this report

evaluates the state of the science on biological and psychosocial consequences of peer victimization and the risk and protective factors that either increase or decrease peer victimization behavior and consequences. **Cracking the code girls' and women's education in science, technology, engineering and mathematics (STEM)** UNESCO Publishing

UK Banks and the Lessons of the Great Financial Crisis Springer Nature This book demonstrates the variation in the reaction of the UK's 'big four' banks - RBS, Lloyds, Barclays and HSBC - to the Great Financial Crisis 2008. Over a decade on from the financial crisis, this book asks: have banks in the UK learned lessons from the crisis? Bank learning in the UK after the Great Financial Crisis is something we need to know more about. Whether banks are now safer and more likely to aid rather than disrupt the economy are important questions of social relevance. Through a documentary analysis of Britain's 'big four' banks in the post-crisis decade (2008-2018), this book demonstrates that while some institutions have become more risk averse and display positive signs of learning, others have shown little evidence of change. The book uses notions of agency, path dependency and structural competitive pressures to explain these inter-bank variations of behaviour. This book contributes to wider post-crash structural debates about growth, markets, and regulatory reform, showing how the agency of banks has played a vital role in driving the reform process. **Beyond Intellect and Reasoning A scale for measuring the progression of artificial intelligence systems (AIS) to protect innocent parties in third-party contracts** Page Publishing Inc The purpose of this book is to draw readers' attention to various legal intricacies associated with deploying self-directed artificial intelligence systems (AIS), particularly emphasizing the limits of the law, vis-à-vis liability problems that may emerge within third-party contracts. With the advent of today's ostensive "Amazon Halo or Alexa," consumers are having to conclude contracts (e.g., sale of goods and distant financial services) in much more complex (cybernetic) environments. Generally, with one party acting in the capacity of a human being while the other (as an autonomous thing/device [AIS] with capabilities well beyond that of humans) representing the interests of others (not just other humans). Yet traditional jurisprudence is limited in scope for holding these systems legally accountable if they were to malfunction and cause harm. Interestingly, within the judicial system itself, the use of AIS is more prevalent now, including within the criminal justice system in some jurisdictions. In the United States, for instance, AIS algorithms are utilized to determine sentencing and bail processing. Still, jurists find themselves limited to traditional legal methodologies and tools when tackling novel situations brought about by these systems. For example, traditional strict liability concept, as applied in tort law, typically ties responsibility to the person(s) (e.g., AIS developers) influencing the decision-making process. In contract law, particularly where third parties are concerned, AIS are equated to tools for the purposes of traditional strict liability rules. Thus, binding anyone on whose behalf they would have acted (irrespective of whether such acts were intentional or foreseeable). **ICEL 2018 13th International Conference on e-Learning Academic Conferences and publishing limited Next Generation Digital Tools and Applications for Teaching and Learning Enhancement** IGI Global Digital tools and applications are an intricate part of many classroom communities. In the field of education, there is a

need to continually monitor the digital landscape and keep up to date on the tools and applications that are available to classroom teachers and K-12 students. Understanding the ever-changing digital landscape and its impact on teaching and learning is critical to using digital tools and applications effectively and in ways that enhance students' opportunities to learn. *Next Generation Digital Tools and Applications for Teaching and Learning Enhancement* is a critical scholarly publication that explores digital tools and applications for the PreK-12 classroom and how digital technology can enhance the preparation of teachers. Featuring a wide range of topics including education equity, social media, and teacher education, this book is essential for educators, academicians, curriculum designers, educational software developers, IT specialists, library specialists, researchers, and practitioners.

Assessment in Education Implications for Leadership Springer This book provides key insights into how educational leaders can successfully navigate the turbulence of political debate surrounding leading student assessment and professionalised practice. Given the highly politicised nature of assessment, it addresses leaders and aspiring leaders who are open to being challenged, willing to explore controversy, and capable of engaging in informed critical discourse. The book presents the macro concepts that these audiences must have to guide optimal assessment policy and practice. Collectively, the chapters highlight important assessment purposes and models, including intended and unintended effects of assessment in a globalised context. The book provides opportunities to explore cultural similarities and particularities. It invites readers to challenge taken-for-granted assumptions about ourselves and colleagues in other settings. The chapters highlight the cultural clashes that may occur when cross-cultural borrowing of assessment strategies, policies, and tools takes place. However, authors also encourage sophisticated critical analyses of potential lessons that may be drawn from other contexts and systems. Readers will encounter challenges from authors to deconstruct their assessment values, beliefs, and preconceptions. Indeed, one purpose of the book is to destabilise certainties about assessment that prevail and to embrace the assessment possibilities that can emerge from cognitive dissonance.

PISA The ABC of Gender Equality in Education Aptitude, Behaviour, Confidence Aptitude, Behaviour, Confidence OECD Publishing This fascinating compilation of the recent data on gender differences in education presents a wealth of data, analysed from a multitude of angles in a clear and lively way.