

Marks Annual National Assessment 2014 Grade 2 English Home

With recent technological advances, vast quantities of genetic and genomic data are being generated at an ever-increasing pace. The explosion in access to data has transformed the field of evolutionary genetics. A thorough understanding of evolutionary principles is essential for making sense of this, but new skill sets are also needed to handle and analyze big data. This contemporary textbook covers all the major components of modern evolutionary genetics, carefully explaining fundamental processes such as mutation, natural selection, genetic drift, and speciation. It also draws on a rich literature of exciting and inspiring examples to demonstrate the diversity of evolutionary research, including an emphasis on how evolution and selection has shaped our own species. Practical experience is essential for developing an understanding of how to use genetic and genomic data to analyze and interpret results in meaningful ways. In addition to the main text, a series of online tutorials using the R language serves as an introduction to programming, statistics, and analysis. Indeed the R environment stands out as an ideal all-purpose source platform to handle and analyze such data. The book and its online materials take full advantage of the authors' own experience in working in a post-genomic revolution world, and introduces readers to the plethora of molecular and analytical methods that have only recently become available. Evolutionary Genetics is an advanced but accessible textbook aimed principally at students of various levels (from undergraduate to postgraduate) but also for researchers looking for an updated introduction to modern evolutionary biology and genetics.

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America's rural areas have always held a disproportionate share of the nation's poorest populations. Rural Poverty in the United States examines why. What is it about the geography, demography, and history of rural communities that keeps them poor? In a comprehensive analysis that extends from the Civil War to the present, Rural Poverty in the United States looks at access to human and social capital; food security; healthcare and the environment; homelessness; gender roles and relations; racial inequalities; and immigration trends to isolate the underlying causes of persistent rural poverty. Contributors to this volume incorporate approaches from multiple disciplines, including sociology, economics, demography, race and gender studies, public health, education, criminal justice, social welfare, and other social science fields. They take a hard look at current and past programs to alleviate rural poverty and use their failures to suggest

alternatives that could improve the well-being of rural Americans for years to come. These essays work hard to define rural poverty's specific metrics and markers, a critical step for building better policy and practice. Considering gender, race, and immigration, the book appreciates the overlooked structural and institutional dimensions of ongoing rural poverty and its larger social consequences.

The widely accepted need to reduce the world's dependence on fossil fuels and move instead to low-carbon, renewable alternatives faces a host of challenges. Whilst the greatest challenges remain in engineering, political and public policy issues continue to play a very important role. This volume, which consists of contributions from leading figures in the field, presents the case for a Sustainable Energy Trade Agreement (SETA). It shows that by addressing barriers to trade in goods and services relevant for the supply of clean energy, such an agreement would foster the crucial scaling-up of clean energy supply and promote a shift away from fossil fuels. In doing so it illustrates how the agreement would help to address a number of overarching sustainable development priorities, including the urgent threat of climate change, enhanced energy access and improved energy security. The book will appeal to academics and policymakers working on the interface of trade and energy policy.

This book investigates the localised effects of reform by exploring the impact of a school improvement policy agenda on the work of three experienced principals. It presents three longitudinal case studies within a shared specific leadership context in Queensland, Australia. The case studies enable an exploration of the way the principalship in this context has evolved over time, providing deep insights into the practices and beliefs of three experienced school leaders working in a period of rapid and urgent systemic reform. The nature of global reform policy borrowing means that the research and the findings within this monograph are relevant for international audiences. The book describes a new way to understand and theorise the effects of reform policies and associated pressures on school leaders. Using post-structural theory, it provides a better understanding of the specific effects of reform policy ensembles, particularly when combined with an analysis of the ways policy and discourse work together at a wider level to create an environment that disciplines the principalship. Further, it sheds lights on the means of complying with or contesting policy influences and how the work of leaders has changed over time.

An invaluable guide for families embarking on the journey of educating their primary school-age children at home. One of the biggest challenges for homeschooling parents is to break away from the model of education they received in school and to re-educate themselves about Education, as the conventional classroom methodology is not the model of pedagogy (teaching) that works best in the homeschool scenario. This book offers tried-and-tested alternatives that will enrich and facilitate learning rather than hinder the process of educating young minds. Having been part of the first generation of South

African homeschoolers, the author shares her knowledge, plus tips and advice she has learnt along the way, in order to help others make good choices and avoid common pitfalls and costly mistakes.

This book provides a complete and current overview of the correlation between ocean conditions and human health, publishing comprehensively for the first time on the direct interactions among oceanography, marine biology and impacts on human health. Specifically the text addresses how changing ocean conditions result in health impacts and disruptions, with a focus on cases in the USA. The changing ocean conditions that are discussed include diminishing marine biodiversity, climactic changes such as intensified weather events, shifting sea currents and increasing sea temperature. The book addresses the resulting health issues brought about by these various ocean conditions, such as emerging infectious diseases, starvation and poisoning among impacted communities, toxic algae blooms, threatened ecosystems, and other future implications. The text was developed in conjunction with scientists from Brown University, the University of Rhode Island, the University of Texas at Austin, the University of California at Riverside and Ochsner Health, all located in areas deeply impacted by the changing Oceans. The book will be of interest to marine research scientists, health care professionals, students, and general enthusiasts of oceanography and health.

Providing an in-depth look at the lives of women and girls in approximately 150 countries, this multivolume reference set offers readers transnational and postcolonial analysis of the many issues that are critical to the survival and success of women and girls.

- Presents a broad postcolonial feminist examination of the lives of women and girls worldwide through essays about the female experience in individual countries
- Provides sidebars that highlight details about individual women and interesting topics that affect women and girls
- Includes primary source documents that offer readers a direct look at important statements, laws, and policies about women and girls

The Complete Guide to Understanding the Structure of Homeland Security Law New topics featuring leading authors cover topics on Security Threats of Separatism, Secession and Rightwing Extremism; Aviation Industry's 'Crew Resource Management' Principles; and Ethics, Legal, and Social Issues in Homeland Security Legal, and Social Issues in Homeland Security. In addition, the chapter devoted to the Trans-Pacific Partnership is a description of economic statecraft, what we really gain from the TPP, and what we stand to lose. The Power of Pop Culture in the Hands of ISIS describes how ISIS communicates and how pop culture is used expertly as a recruiting tool Text organized by subject with the portions of all the laws related to that particular subject in one chapter, making it easier to reference a specific statute by topic Allows the reader to recognize that homeland security involves many specialties and to view homeland security expansively and in the long-term Includes many references as a resource for professionals in various fields including: military, government, first responders, lawyers, and students Includes an Instructor Manual providing teaching suggestions, discussion questions, true/false questions, and essay questions along with the answers to all of these

This book examines the roles of power and politics, governance and management, as well as

accountability and professionalism in transforming the educational systems inherited from apartheid colonialism in South Africa. With a focus on the Eastern Cape province, with its vast stretches of rural settlements and a few urban sprawls, high levels of social inequality manifesting along racial lines and communities ruled by patriarchy, changing its provincial educational system is a mammoth task. This study traces the efforts to set up an integrated Eastern Cape Department of Education and the national interventions introduced to assume responsibility for running it. The study is unique in its utilization of the 'theory of change' model and positions that theory in a local setting by examining the inherited socio-economic contexts, the reasons, conditions and paradigms behind the status quo, and by projecting what needs to be done to attain the objectives.

This report tracks and analyzes trends in Chinese military strategy, force structure, and regional activity. Chinese perspectives on their military's role and development are featured, as well as the views of other relevant regional actors.

The Self-Transforming School combines an insightful meta-analysis of factors contributing to the success of schools, and an examination of powerful mega-trends that are shaping developments in education, to offer the first mega-analysis in education policy and practice. The book spans fifty years, beginning with Caldwell and Spinks' ground-breaking work *The Self-Managing School* which advocated innovative approaches that are now accepted as preferred practice, before offering a prognosis and plan for the future. The book argues that all schools in all settings can secure success for all students in an era where society and the economy are changing constantly and dramatically. Although schools find some support in local and global networks, externally designed re-structuring, re-staffing, or command-and-control direction isn't sufficient to achieve transformation. Instead of replicating particular approaches to achieve modest improvement, leadership of the highest quality needs to be deeply embedded in schools and their systems. Caldwell and Spinks propose three important points that need to be taken into consideration: -schools are often at different stages of self-transformation -self-transformation requires a high level of professionalism, and must include teacher education and on-going professional development -funding is critically important, and efforts to build a capacity for self-transformation are constrained by what is available. The book gives particular attention to developments in Australia, Brazil, Canada, England, Finland, Hong Kong, India, New Zealand, Shanghai, Singapore and the United States. It will be of key interest to school leaders, policy makers, and academics and postgraduate students engaged in research on equity, student performance in highly disadvantaged settings and education policy.

This book offers a theory and model of counterterrorism based on emancipation and non-violence. Critical Terrorism Studies (CTS) scholars have produced wide-ranging and rich critiques of terrorism-related research, as well as state counterterrorism policies and practices. This work aims to fill in a gap in the current literature by constructing an original and specifically CTS model of counterterrorism. The model outlines the basic assumptions, priorities, principles, strategies and tactics, measures and evaluation of counterterrorism. It challenges prevalent models of counterterrorism through a radical rethinking of the ontology, epistemology and the agenda of counterterrorism. The model aims to prevent future acts of terrorism by (1) re-conceptualising how we study and understand terrorism, and; (2) suggesting that our efforts to counter and prevent terrorism must commensurate with the goals we want to achieve. Essentially, this involves a commitment to emancipation, and a rejection of violence as a tool. The second part of the book is a case study of Norwegian counterterrorism which shows how the theory and model developed in the book can be used. This is the first substantial analysis of Norwegian counterterrorism in almost ten years, and produces encouraging findings which support the potential for non-violent solutions to terrorism. This book will be of particular interest to students of terrorism and counterterrorism, critical security

studies, and international relations in general.

Encyclopedia of the World's Biomes is a unique, five volume reference that provides a global synthesis of biomes, including the latest science. All of the book's chapters follow a common thematic order that spans biodiversity importance, principal anthropogenic stressors and trends, changing climatic conditions, and conservation strategies for maintaining biomes in an increasingly human-dominated world. This work is a one-stop shop that gives users access to up-to-date, informative articles that go deeper in content than any currently available publication. Offers students and researchers a one-stop shop for information currently only available in scattered or non-technical sources Authored and edited by top scientists in the field Concisely written to guide the reader though the topic Includes meaningful illustrations and suggests further reading for those needing more specific information

In 2008 the first in a series of symposia established a 'social realist' case for 'knowledge' as an alternative to the relativist tendencies of the constructivist, post-structuralist and postmodernist approaches dominant in the sociology of education. The second symposium focused on curriculum, and the development of a theoretical language grounded in social realism to talk about issues of knowledge and curriculum. Finally, the third symposium brought together researchers in a broad range of contexts to build on these ideas and arguments and, with a concerted empirical focus, bring these social realist ideas and arguments into conversation with data. Knowledge, Curriculum and Equity: Social Realist Perspectives contains the work of the third symposium, where the strengths and gaps in the social realist approach are identified and where there is critical recognition of the need to incrementally extend the theories through empirical study. Fundamentally, the problem that social realism is seeking to address is about understanding the social conditions of knowledge production and exchange as well as its structuring in the curriculum and in pedagogy. The central concern is with the on-going social reproduction of inequality through schooling, and exploring whether and how foregrounding specialised knowledge and its access holds the possibility for interrupting it. This book consists of 13 chapters by different authors working in Oceania, Asia, Europe, Africa and North America. From very different vantage points the authors focus their theoretical and empirical sights on the assumptions about knowledge that underpin educational processes and the pursuit of more equitable schooling for all.

Classroom Assessment and Educational Measurement explores the ways in which the theory and practice of both educational measurement and the assessment of student learning in classroom settings mutually inform one another. Chapters by assessment and measurement experts consider the nature of classroom assessment information, from student achievement to affective and socio-emotional attributes; how teachers interpret and work with assessment results; and emerging issues in assessment such as digital technologies and diversity/inclusion. This book uniquely considers the limitations of applying large-scale educational measurement theory to classroom assessment and the adaptations necessary to make this transfer useful. Researchers, graduate students, industry professionals, and policymakers will come away with an essential understanding of how the classroom assessment context is essential to broadening contemporary educational measurement perspectives.

The second edition of the Handbook of Test Development provides graduate students and professionals with an up-to-date, research-oriented guide to the latest developments in the field. Including thirty-two chapters by well-known scholars and practitioners, it is divided into five sections, covering the foundations of test development, content definition, item development, test design and form assembly, and the processes of test administration, documentation, and evaluation. Keenly aware of developments in the field since the publication of the first edition, including changes in technology, the evolution of psychometric theory, and the increased demands for effective tests via educational policy, the editors of this edition

include new chapters on assessing noncognitive skills, measuring growth and learning progressions, automated item generation and test assembly, and computerized scoring of constructed responses. The volume also includes expanded coverage of performance testing, validity, fairness, and numerous other topics. Edited by Suzanne Lane, Mark R. Raymond, and Thomas M. Haladyna, *The Handbook of Test Development*, 2nd edition, is based on the revised Standards for Educational and Psychological Testing, and is appropriate for graduate courses and seminars that deal with test development and usage, professional testing services and credentialing agencies, state and local boards of education, and academic libraries serving these groups.

This edition of the U.S. Geological Survey (USGS) Minerals Yearbook discusses the performance of the worldwide minerals and materials industries during year 2013 and provides background information to assist in interpreting that performance. These annual reviews are designed to provide timely statistical data on mineral commodities in various countries. This volume covers data from Asia and the Pacific. Each report includes sections on government policies and programs, environmental issues, trade and production data, industry structure and ownership, commodity sector developments, infrastructure, and a summary outlook. Audience: Government employees and contractors, as well as businesses and employees, all working in mineral-related trades, especially with interests in statistics about mineral commodities overseas, will find this resource invaluable.

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.

This volume brings together many of South Africa's leading scholars of education and covers the full range of South African schooling: from financing and policy reform to in-depth discussions of literacy, numeracy, teacher development and curriculum change. The book moves beyond a historical analysis and provides an inside view of the questions South African scholars are now grappling with: Are there different and preferential equilibria we have not yet thought of or explored, and if so what are they? In practical terms, how does one get to a more equitable distribution of teachers, resources and learning outcomes? While decidedly local, these questions resonate throughout the developing world. South Africa today is the most unequal country in the world. The richest 10% of South Africans lay claim to 65% of national income and 90% of national wealth. This is the largest 90-10 gap in the world, and one that is reflected in the schooling system. Two decades after apartheid it is still the case that the life chances of most South African children are determined not by their ability or the result of hard-

work and determination, but instead by the colour of their skin, the province of their birth, and the wealth of their parents. Looking back on almost three decades of democracy in South Africa, it is this stubbornness of inequality and its patterns of persistence that demands explanation, justification and analysis. "This is a landmark book on basic education in South Africa, an essential volume for those interested in learning outcomes and their inequality in South Africa. The various chapters present conceptually and empirically sophisticated analyses of learning outcomes across divisions of race, class, and place. The book brings together the wealth of decades of research output from top quality researchers to explore what has improved, what has not, and why." Prof Lant Pritchett, Harvard University "There is much wisdom in this collection from many of the best education analysts in South Africa. No surprise that they conclude that without a large and sustained expansion in well-trained teachers, early childhood education, and adequate school resources, South Africa will continue to sacrifice its people's future to maintaining the privileges of the few." Prof Martin Carnoy, Stanford University "Altogether, one can derive from this very valuable volume, if not an exact blueprint for the future, then certainly at least a crucial and evidence-based itinerary for the next few steps." Dr Luis Crouch, RTI

This comprehensive volume provides teachers, researchers and education professionals with cutting edge knowledge developed in the last decades by the educational, behavioural and neurosciences, integrating cognitive, developmental and socioeconomic approaches to deal with the problems children face in learning mathematics. The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades, but the most part of this research has been conducted in non-applied settings and there's still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings. Now it's time to bring the results from the laboratory to the classroom. Apart from bringing the theoretical discussions to educational settings, the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments. It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues. And it does so from an international perspective, dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world. All of this makes the International Handbook of Mathematical Learning Difficulties an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society.

This second edition of the OECD Regional Outlook aims to help countries adapt policies to the specificities of where people live.

The Education Triple Cocktail brings together rigorous quantitative and qualitative research on a new approach to improving foundational teaching and learning for schoolchildren living in working-class, poor and remote rural communities in resource-constrained systems like South Africa. At the core of this book is the theory and evidence for a powerful, new, interlocking and mutually reinforcing change model. Inspired by the AIDS treatment story, the three-pronged approach of structured daily lesson plans, appropriate and high-quality educational materials, and one-on-one instructional coaching to help teachers transform their instructional practices in early grade classrooms, shows that it will improve learning outcomes. For education systems defined by low levels of early grade learning and profoundly unequal outcomes, The Education Triple Cocktail offers a theoretically informed, evidence-based way forward. This book will be of immense use to teachers, students of Education, policymakers and parents.

What is the most fair and efficient way to assess the writing performance of students? Although the question gained importance during the US educational accountability movement of the 1980s and 1990s, the issue had preoccupied international language experts and evaluators

long before. One answer to the question, the assessment method known as holistic scoring, is central to understanding writing in academic settings. *Early Holistic Scoring of Writing* addresses the history of holistic essay assessment in the United Kingdom and the United States from the mid-1930s to the mid-1980s—and newly conceptualizes holistic scoring by philosophically and reflectively reinterpreting the genre’s origin, development, and significance. The book chronicles holistic scoring from its initial origin in the United Kingdom to the beginning of its heyday in the United States. Chapters cover little-known history, from the holistic scoring of school certificate examination essays written by Blitz evacuee children in Devon during WWII to teacher adaptations of holistic scoring in California schools during the 1970s. Chapters detail the complications, challenges, and successes of holistic scoring from British high-stakes admissions examinations to foundational pedagogical research by Bay Area Writing Project scholars. The book concludes with lessons learned, providing a guide for continued efforts to assess student writing through evidence models. Exploring the possibility of actionable history, *Early Holistic Scoring of Writing* reconceptualizes writing assessment. Here is a new history that retells the origins of our present body of knowledge in writing studies.

Cod is one of the most widely consumed fish in the world. For many years, the Atlantic cod industry took center stage, but partly thanks to climate change and overfishing, it is more and more likely that the cod on your kitchen table or in your fast food fish fillets came from Alaska’s Pacific Cod Fishery. *Alaska Codfish Chronicle* is the first comprehensive history of this fishery. It looks at the early decades of the fishery’s history, a period marked by hardship and danger, as well as the dominance of foreign fishermen. And the modern era, beginning in 1976 when the United States claimed an exclusive economic zone around the Alaska coasts, “Americanizing” the fishery and replacing the foreign fleets that had been ravaging the resources in the Gulf of Alaska and the Bering Sea. Today, the Pacific cod fishery is, in terms of poundage, the second largest fishery in Alaska, and considered among the best-managed fisheries in the world. This history is extremely well documented, does not spare details, and is accessible to general readers. It incorporates nearly a hundred photographs and illustrations and is sprinkled with numerous observations from fishing industry journals and reports, even incorporating poems and recipes, making this an especially thorough and unique account of one of Alaska’s most iconic and important industries.

Climate change poses many challenges that affect society and the natural world. With these challenges, however, come opportunities to respond. By taking steps to adapt to and mitigate climate change, the risks to society and the impacts of continued climate change can be lessened. The National Climate Assessment, coordinated by the U.S. Global Change Research Program, is a mandated report intended to inform response decisions. Required to be developed every four years, these reports provide the most comprehensive and up-to-date evaluation of climate change impacts available for the United States, making them a unique and important climate change document. The draft Fourth National Climate Assessment (NCA4) report reviewed here addresses a wide range of topics of high importance to the United States and society more broadly, extending from human health and community well-being, to the built environment, to businesses and economies, to ecosystems and natural resources. This report evaluates the draft NCA4 to determine if it meets the requirements of the federal mandate, whether it provides accurate information grounded in the scientific literature, and whether it effectively communicates climate science, impacts, and responses for general audiences including the public, decision makers, and other stakeholders.

The argumentative point of departure of this scholarly book is the common conviction of specialists in the field of education in South Africa that the national education system is not at a satisfactory level – in both the academic and the public discourse. Such allegations are made and, frequently, stronger adjectives than ‘non-satisfactory’ are used. Results of international

test series in which South Africa has participated, such as the 2015 TIMSS tests, confirm the negative verdicts found in the (public and scholarly) discourse. This book aims to argue that although the lack of performance could be attributed to a multiplicity of factors, one factor that can make a difference in the achievement levels obtained by learners in schools is leadership. The book demonstrates that a particular problem of both the scholarly and the public discourse on education in South Africa is an overtone of defeatism or resignation, blaming all ills in the education system and educational institutions on historical legacies and/or contextual factors (such as socio-economic deprivation in the catchment areas of schools) or poor resources and infrastructure. This collected work was inspired by a recently published spate of articles on top-performing schools (including top-performing schools in rural communities), in which it was demonstrated that good leadership can overcome such contextual and other challenges. The book unpacks the issue of leadership in South African schools from a variety of perspectives, thus contributing to the development of the scholarly discourse on Educational Leadership in South Africa. The target audience of the book is scholars of Educational Leadership. The research reported in the chapters draw on a wide range of methodologies, including empirical (survey) research (questionnaires and interviews), critical literature surveys, and the comparative method.

Migration and the Education of Young People 0–19 investigates migration from a number of perspectives to consider the changing dynamics of society within different countries. Examining the data associated with global migration by focusing on case studies from a wide range of countries, it provides detailed and balanced coverage of this politically sensitive topic to explore the educational needs of migrant young people, the impact of large-scale migration to and from countries and the policy challenges that individual countries face when ensuring adequate provision for migrant young people within their education systems. Chapters cover: The reasons why people might move Social and emotional learning in Britain: a tool to guard against cultural pollution? Migration into a global city: the economic and educational success of London Latvian people on the move and the impact on education People's movement – Greece Return migration in Lithuania: incoming challenges for children's education The United States, Latin America, immigration and education Tanzanian street children: victims, ordinary lives or extraordinary survivors? This book explores the changing social dynamics through an extensive range of case studies and will be an essential resource for students taking undergraduate and postgraduate courses in education, sociology and international relations. This book documents the experiences, development, and prospects of the construction industry in numerous developing countries. It will provide a strong base of reference for countries looking to improve their construction industries as part of their wider economic development programme. The opening chapter presents a strategic overview of the contents of the book, and each country-specific chapter is structured to consider the legal and policy frameworks, administrative infrastructure and procedures, and implementation mechanisms, as well as the experiences, current activities, and future plans and programmes with respect to construction industry development in each country. The concluding chapter looks forward and considers the implications of future trends for the construction industries in developing countries and the actions which will be required to address them. Chapters cover: India, Singapore, Chile, South Africa, Tanzania, Malaysia, Botswana, Ghana, Uganda, Indonesia, China, Croatia, and Eswatini. Readers will learn about the wealth of comparable stories from global coverage from the detailed country-specific cases. Building on important scholarly works in the field, this book is essential reading for academics, researchers, and policy makers in built environments, economics, construction management, infrastructure management, and the wider construction industry.

Applying strategic theory to outer space and drawing out the implications for international relations Offers a definitive and original vision of space warfare that theorises often-overlooked

aspects of contemporary space activities based in the discipline of Strategic Studies. This original research draws out the implications of spacepower for wider debate in grand strategy and IR. Applies the theory in a topical and contentious area within contemporary grand strategy - anti-access and area-denial warfare in the Taiwan Strait between China and America. Key principles are summarised in seven propositions to make the key take-aways of theory applicable and memorable for researchers and practitioners. This book presents a theory of spacepower and considers the implications of space technology on strategy and international relations. The spectre of space warfare stalks the major powers as outer space increasingly defines geopolitical and military competition. As satellites have become essential for modern warfare, strategists are asking whether the next major war will begin or be decided in outer space. Only strategic theory can explore the decisiveness and effects of war in space upon 'grand strategy' and international relations. The author applies the wisdom of military strategy to outer space, and presents a compelling new vision of Earth orbit as a coastline, rather than an open ocean or an extension of airspace as many have assumed. Rooted in the classical military works of Clausewitz, Mahan, and Castex to name a few, this book presents comprehensive principles for strategic thought about space that explain the pervasive and inescapable influence of spacepower on strategy and the changing military balance of the 21st century.

Debates in Geography Education encourages early career teachers, experienced teachers and teacher educators to engage with and reflect on key issues, concepts and debates. It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding. The second edition is fully updated in light of the latest research, policy and practice in the field, as well as key changes to the curriculum and examination specifications. Expert contributors provide a range of perspectives on international, historical and policy contexts in order to deepen our understanding of significant debates in geography education. Key debates include: geography's identity as an academic discipline; what constitutes knowledge in geography; places and regional geography; what it means to think geographically; constructing the curriculum; how we link assessment to making progress in geography; the contribution of fieldwork and outdoor experiences; technology and the use of Geographical Information; school geography and employability; understanding the gap between school and university geography; evidence-based practice and research in geography education. The comprehensive, rigorous coverage of these key issues, together with carefully annotated selected further reading, will help support and shape further research and writing. Debates in Geography Education is a key resource that is essential reading for all teachers and researchers who wish to extend their grasp of the place of geography in education. Mark Jones is Senior Lecturer in Education at the University of the West of England, Bristol, UK David Lambert is Professor of Geography Education at UCL Institute of Education, London, UK The examiner-reviewed F6 Practice and Revision Kit provides invaluable guidance on how to approach the exam and contains past ACCA exam questions for you to try. You will learn what to expect on the test, and our detailed solutions provide tips on how to approach questions, advice on gaining easy marks and examiner's comments.

What is intelligence-led policing? Who came up with the idea? Where did it come from? How does it relate to other policing paradigms? What distinguishes an intelligence-led approach to crime reduction? How is it designed to have an impact on crime? Does it prevent crime? These are just a few of the questions that this book seeks to answer. This revised and updated second edition includes new case studies and viewpoints, a revised crime funnel based on new data, and a new chapter examining the expanding role of technology and big data in intelligence-led policing. Most importantly, the author builds upon an updated

definition of intelligence-led policing as it has evolved into a framework capable of encompassing more operational police activity than simply organized crime and recidivist offenders. Topics covered in this book include: • The origins and aims of intelligence-led policing • A comparison of intelligence-led policing with other conceptual models of policing • An exploration of analysis concepts and the role of analysis in target-selection • Evaluations of intelligence-led policing as a crime-control strategy Written by an expert in the field, this book offers a comprehensive and engaging introduction to intelligence-led policing for students, practitioners and scholars of policing, criminal intelligence and crime analysis. This book will be of particular interest to professionals within the law enforcement environment; senior officers, middle management, analysts and operational staff. A companion website offers a range of resources for students and instructors, including slides, chapter headings with supporting notes, key terms and names, critical-thinking questions, and quizzes.

This volume will provide educators with an understanding of challenges associated with equity and inclusion at higher education institutions globally and with evidence-based strategies for addressing the challenges associated with implementing equity and inclusion.

Assessment of student learning outcomes (ASLO) is one of the key activities in teaching and learning. It serves as the source of information in determining the quality of education at the classroom and national levels. Results from any assessment have an influence on decision making, on policy development related to improving individual student achievement, and to ensure the equity and quality of an education system. ASLO provides teachers and school heads with information for making decisions regarding a students' progress. The information allows teachers and school heads to understand a students' performance better. This report reviews ASLO in three South Asian countries---Bangladesh, Nepal, and Sri Lanka---with a focus on public examinations, national assessment, school-based assessment, and classroom assessment practiced in these countries.

This handbook addresses the current state and practice of school psychology with a focus on standards unique to Australia, including historical, legal, ethical, practical, and training factors. It provides a compilation of the most current research-based practices as well as guidelines for evidence-based assessment and intervention for common conditions (e.g., autism, depression, learning disabilities) and for delivering appropriate services to targeted student populations (e.g., LGBT, gifted, medical issues). Chapters discuss the application of national and international school psychology practices within the Australian educational and psychological structure. The handbook also examines the lack of formal resources specific to Australia's culture and psychology systems, with its unique mix of metropolitan cities and the vast geographic landscape that spans regional and remote areas. It offers numerous case studies and innovative school mental health programs as well as recommendations for professional development and advocacy that are unique to Australian school psychology.

Topics featured in this Handbook include: Evidence-based assessment and intervention for dyscalculia and mathematical disabilities. Identification and management of adolescent risk-taking behaviors and addictions. Understanding and responding to crisis and trauma in the school setting. Prevention and intervention for bullying in schools. Class and school-wide approaches to addressing behavioral and academic needs. The role of school psychologists in the digital age. Practical advice for school psychologists facing complex ethical dilemmas. The Handbook of Australian School Psychology is a must-have resource for researchers, scientist-practitioners, and graduate students in child and school psychology, social work, and related fields that address mental health services for children and adolescents.

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