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Based on the work of the African Copyright and Access to Knowledge (ACA2K) research network, this book describes the legal and practical issues posed by copyright for access to learning materials in eight countries in Africa—Egypt, Ghana, Kenya, Morocco, Mozambique, Senegal, South Africa and Uganda. It identifies the policies and practices that would broaden this access.

Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education results from the Joint ICMI/IASE Study Teaching Statistics in School Mathematics: Challenges for Teaching and Teacher Education. Oriented to analyse the teaching of statistics in school and to recommend improvements in the training of mathematics teachers to encourage success in preparing statistically literate students, the volume provides a picture of the current situation in both the teaching of school statistics and the pre-service education of mathematics teachers. A primary goal of Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education is to describe the essential elements of statistics, teacher ' s professional knowledge and their learning experiences. Moreover, a research agenda that invites new research, while building from current knowledge, is developed. Recommendations about strategies and materials, available to train prospective teachers in university and in-service teachers who have not been adequately prepared, are also accessible to the reader.

Soviet socialism was based on paradoxes that were revealed by the peculiar experience of its collapse. To the people who lived in that system the collapse seemed both completely unexpected and completely unsurprising. At the moment of collapse it suddenly became obvious that Soviet life had always seemed simultaneously eternal and stagnating, vigorous and ailing, bleak and full of promise. Although these characteristics may appear mutually exclusive, in fact they were mutually constitutive. This book explores the paradoxes of Soviet life during the period of "late socialism" (1960s-1980s) through the eyes of the last Soviet generation. Focusing on the major transformation of the 1950s at the level of discourse, ideology, language, and ritual, Alexei Yurchak traces the emergence of multiple unanticipated meanings, communities, relations, ideals, and pursuits that this transformation subsequently enabled. His historical, anthropological, and linguistic analysis draws on rich ethnographic material from Late Socialism and the post-Soviet period. The model of Soviet socialism that emerges provides an alternative to binary accounts that describe that system as a dichotomy of official culture and unofficial culture, the state and the people, public self and private self, truth and lie--and ignore the crucial fact that, for many Soviet citizens, the fundamental values, ideals, and realities of socialism were genuinely important, although they routinely transgressed and reinterpreted the norms and rules of the socialist state.

THIS BOOK WILL SOON BE AVAILABLE AS OPEN ACCESS BOOK This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our understanding of the state of secondary mathematics education in East Africa.

The National Council for Higher Education (NCHE) and the Growth of the University Sub-sector in Uganda, 2002-2012, narrates the experience of the Ugandan NCHE in the establishment, development and regulation of higher education institutions in Uganda from 2002 to 2012. In this period, student numbers in higher education institutions increased from about 65,000 to some 200,000 and university institutions from about ten to more than triple the number. The book discusses the role of a regulatory agency in the delivery of higher education, the relations of universities and colleges with such an agency, its impact on developing university capacities, and leadership in creating and refining higher education ideas. The experience of Uganda's regulatory agency, the NCHE, in those ten years should help both the Ugandan and other African countries' higher education stakeholders in sharing lessons learned from this one case study. The author sees the roles of regulatory agencies as vital in the initial stages of building a higher education sub-sector and in periods of system transitions such as the current journey from elite to mass systems but is of the view that the university remains the home of knowledge creation, dissemination, and its application in society.

This book provides a comprehensive, up-to-date look at problem solving research and practice over the last fifteen years. The first chapter describes differences in types of problems, individual differences among problem-solvers, as well as the domain and context within which a problem is being solved. Part one describes six kinds of problems and the methods required to solve them. Part two goes beyond traditional discussions of case design and introduces six different purposes or functions of cases, the building blocks of problem-solving learning environments. It also describes methods for constructing cases to support problem solving. Part three introduces a number of cognitive skills required for studying cases and solving problems. Finally, Part four describes several methods for assessing problem solving. Key features includes: Teaching Focus – The book is not merely a review of research. It also provides specific research-based advice on how to design problem-solving learning environments. Illustrative Cases – A rich array of cases illustrates how to build problem-solving learning environments. Part two introduces six different functions of cases and also describes the parameters of a case. Chapter Integration – Key theories and concepts are addressed across chapters and links to other chapters are made explicit. The idea is to show how different kinds of problems, cases, skills, and assessments are integrated. Author expertise – A prolific researcher and writer, the author has been researching and publishing books and articles on learning to solve problems for the past fifteen years. This book is appropriate for advanced courses in instructional design and technology, science education, applied cognitive psychology, thinking and reasoning, and educational psychology. Instructional designers, especially those involved in designing problem-based learning, as well as curriculum designers who seek new ways of structuring curriculum will find it an invaluable reference tool.

The National Assessments of Educational Achievement Series introduces readers to key concepts and issues related to assessments of student achievement levels. The first volume focuses on policy issues which should be addressed when designing and carrying out a national assessment. It features country case studies, and descriptions of major international and regional assessment programs. The remaining books in the series cover test development, sampling, data cleaning, statistics, report writing and using national assessment results to improve educational quality.

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