

Faculty Of Education Western University B Ed Course Outline

This book draws on the perspectives of authors, supervisors, reviewers and editors to present a rich, nuanced picture of the practices and challenges involved in writing for scholarly publication. Organized into four sections, it brings together international experts and junior scholars from a variety of disciplines to examine both publishing experiences and current research in the field. In doing so, it challenges the view that Native English speakers have a relatively easy ride in this process and that it is only English as an Additional Language (EAL) scholars who experience difficulties. The volume highlights central themes of writing for publication, including mentoring and collaborative writing, the writing experience, text mediation, the review process, journal practices and editorial decision-making, and makes a strong case for taking a more inclusive approach to research in this domain. This edited collection will appeal to students and scholars of applied linguistics, English for academic purposes, academic writing, and second language writing.

Copper (Cu) has been used as an interconnection material in the semiconductor industry for years owing to its best balance of conductivity and performance. However, it is running out of steam as it is approaching its limits with respect to electrical performance and reliability. Graphene is a non-metal material, but it can help to

improve electromigration (EM) performance of Cu because of its excellent properties. Combining graphene with Cu for very large-scale integration (VLSI) interconnects can be a viable solution. The incorporation of graphene into Cu allows the present Cu fabrication back-end process to remain unaltered, except for the small step of “inserting” graphene into Cu. Therefore, it has a great potential to revolutionize the VLSI integrated circuit (VLSI-IC) industry and appeal for further advancement of the semiconductor industry. This book is a compilation of comprehensive studies done on the properties of graphene and its synthesis methods suitable for applications of VLSI interconnects. It introduces the development of a new method to synthesize graphene, wherein it not only discusses the method to grow graphene over Cu but also allows the reader to know how to optimize graphene growth, using statistical design of experiments (DoE), on Cu interconnects in order to obtain good-quality and reliable interconnects. It provides a basic understanding of graphene–Cu interaction mechanism and evaluates the electrical and EM performance of graphenated Cu interconnects.

This book is a collection of feminist childhood studies stories from field research with educators, young children, and/or early childhood student-educators that explores the challenges, tensions, and possibilities of common worlds research methods for the 21st century. Grounded in a common worlding orientation, the contributing authors grapple with complex methodological understandings within postqualitative practices within

settler colonial states: Australia, Canada, South Africa, and the United States. Each chapter presents a method the authors have put to work in their efforts to unsettle the interpretative power of Euro-Western developmental knowledges and anthropocentric frameworks to reimagine research amid the colonialist, social, and environmental challenges we face today. The research(ing) stories act as provocations for generating innovative, relational, and emergent methods to attend to the complexity of 21st-century childhoods. Just as developmental and sociological perspectives gave birth to new forms of inquiry within childhood studies in 19th-century industrialization and 20th-century urban change respectively, the 21st-century requires novel questions, practices, and methodologies to enhance the childhood studies lexicon. In the field of childhood studies, where settler colonial and neoliberal logics have so much clout, such strategies are crucial. *Feminist Research for 21st-century Childhoods* is an important and relevant read for anyone working and researching with children. Presenting international evidence, from school systems across the globe, this book documents patterns, causes, and effects of school principals' time use, building a case for the implications for school improvement, administration, and leadership. This edited volume offers an unparalleled set of chapters that delve into conceptual and methodological issues in researching principals' time use. Chapters consist of empirical studies that advance fresh perspectives and build empirical ground on how principals use time across different school systems in Africa, Asia, Europe, Middle East, Oceania,

and North America. This unique book, is a useful resource for researchers and educators, capturing the geographically diverse contexts of principal time use. This work makes a significant contribution to the field of school improvement, administration, and leadership with both theoretical depth and empirical grounding.

Preventing Domestic Homicides: Lessons Learned from Tragedies focuses on the diverse nature of domestic homicides and what has been learned about the most effective prevention strategies from emerging research and the work of domestic violence death review committees in Canada, the US, the UK, NZ and AU. Each chapter focuses on different populations--specifically older women, youth dating relationships, indigenous women, immigrant and refugee populations, rural/remote communities, same-sex relationships, homicides with police & military, domestic homicide in the workplace, and children killed in the context of domestic violence. Topics cover current research, risk factors, and include case studies from domestic homicide review committees. Cases are summarized regarding major themes and recommendations, such as public awareness, professional training, risk assessment, intervention and collaboration amongst service systems. Written for academic and domestic violence researchers in sociology, criminology, psychology and psychiatry by global contributors with on-the-ground domestic homicide experience.

Tools and Processes in Mathematics Teacher Education describes and analyze various promising tools and processes, from different perspectives, aimed at facilitating

mathematics teacher learning/development. It provides insights of how mathematics teacher educators think about and approach their work with teachers.

This volume examines the legal status of religion in education, both public and non-public, in the United States and seven other nations. It will stimulate further interest, research, and debate on comparative analyses on the role of religion in schools at a time when the place of religion is of vital interest in most parts of the world. This interdisciplinary volume includes chapters by leading academicians and is designed to serve as a resource for researchers and educational practitioners, providing readers with an enhanced awareness of strategies for addressing the role of religion in rapidly diversifying educational settings. There is currently a paucity of books devoted solely to the topic written for interdisciplinary and international audiences involving educators and lawyers, and this book will clarify the legal complexities and technical language among the law, education, and religion.

This book illuminates the changing landscape and expediency of international education in global times. Within this larger picture, the book focuses on the educational effects of international encounters, experiences and lessons - the complex processes of learning and subject formation in play during and after one's international/intercultural experience. These complex processes, hinged on past and present self-other relations, are illustrated by employing the parable of -The Elephant and the Blind Men.- In contrast to more narrow, developmentalist conceptions of

intercultural learning, Paul Tarc attends to each of the linguistic, existential, structural, and psychical dimensions of difficulty constituting learning across difference. Becoming aware of, and reflexive to, these dimensions of difficulty and their implications for one's own learning and resistance to learning, represents the domain of cosmopolitan literacy. The key intervention of this book is to re-conceive pedagogical processes and aims of international education as fostering such cosmopolitan literacy. Graduate courses on international education, study abroad, global citizenship education, and preservice education courses focusing on international education and teaching internationally could be primary candidates for this text."

With the intensification of globalization, there is a growing consensus that «international education has come of age». This book examines how the changing conditions of the present have given rise to an altered set of meanings and uses for international education, using the International Baccalaureate (IB) as its focal point. Currently adopted in over 2,500 private and state-run schools in 134 countries around the world, the IB has far surpassed the expectations of its founders, who struggled under considerable challenges in the 1960s to develop an internationally recognized diploma for university entrance. From its beginnings to its current prominence, the history of the IB richly illuminates the shifting meanings, uses, challenges, and progressive openings of international education in a global age. Documenting the ideals, goals, and complications faced by the IB movement, this book will be relevant to individuals

interested in the IB in particular, as well as to those interested in the broader areas of global studies, progressive pedagogy, educational change, and globalization.

Preparing Students for Life and Work: Policies and Reforms Affecting Higher Education's Principal Mission raises important aspects of higher education that affect the lives and work prospects of students, discussing them in the context of different countries and over time.

Music education has historically had a tense relationship with social justice. On the one hand, educators concerned with music practices have long preoccupied themselves with ideas of open participation and the potentially transformative capacity that musical interaction fosters. On the other hand, they have often done so while promoting and privileging a particular set of musical practices, traditions, and forms of musical knowledge, which has in turn alienated and even excluded many children from music education opportunities. *The Oxford Handbook of Social Justice in Music Education* provides a comprehensive overview and scholarly analyses of the major themes and issues relating to social justice in musical and educational practice worldwide. The first section of the handbook conceptualizes social justice while framing its pursuit within broader contexts and concerns. Authors in the succeeding sections of the handbook fill out what social justice entails for music teaching and learning in the home, school, university,

and wider community as they grapple with cycles of injustice that might be perpetuated by music pedagogy. The concluding section of the handbook offers specific practical examples of social justice in action through a variety of educational and social projects and pedagogical practices that will inspire and guide those wishing to confront and attempt to ameliorate musical or other inequity and injustice. Consisting of 42 chapters by authors from across the globe, the handbook will be of interest to anyone who wishes to better understand what social justice is and why its pursuit in and through music education matters.

As the healthcare industry continues to expand, a higher volume of new professionals must be integrated into the field. Providing these professionals with a quality education will likewise ensure the further progress and advancements in the medical field. *Medical Education and Ethics: Concepts, Methodologies, Tools, and Applications* presents a compendium of contemporary research on the educational practices and ethical considerations in the medical industry. This multi-volume work contains pedagogical frameworks, emerging trends, case studies, and technological innovations essential for optimizing medical education initiatives. This comprehensive publication is a pivotal resource for medical professionals, upper-level students, researchers, and practitioners.

"Finding Home in Schools is primarily written to those readers who are BITOC as they negotiate and navigate the teaching profession, from pathway programs, to teacher education, and into the teaching profession. Along with academic concepts that assist those readers in making sense of their own experiences, it provides loving advice to those BITOC readers in the hopes that this will sustain them into and through the teaching profession"--

This handbook offers a comprehensive overview of school mental health (SMH) initiatives in rural areas in the United States. It offers clinical and administrative guidelines for innovative and effective programs addressing critical problems among rural youth and in areas where funding and resources are scarce. Chapters cover program development, implementation, sustainability, and evaluation; consider issues of community and policy support; address barriers to access and delivery; and debunk misconceptions about the region and its cultures. Chapters also discuss rural SMH applications relating to special populations, including students with autism, depression, anxiety, bipolar disorder, conduct disorders, and ADHD. In addition, the book examines the potential of school-based programs as a counter to the stigma and distrust of mental health services common to the region. Topics featured in the Handbook include: The value of rural SMH from an educator's standpoint. Preventing suicide

among students in rural schools. Substance abuse in rural school settings. Bullying and cyberbully among rural youth. Intergenerational patterns of mental illness in rural settings and their relevance for SMH. The importance of involving communities in culturally competent rural interventions. The Handbook of Rural School Mental Health is a must-have resource for researchers, scientist-practitioners, and graduate students in child and school psychology, educational psychology, social work/counseling, educational policymakers, pediatrics/school nursing, teaching, and teacher education.

Through an innovative and interdisciplinary approach that combines critical sociolinguistic ethnography, multi-modality, reflexivity, and discourse analysis, this groundbreaking book reveals the multiple (and sometimes simultaneous) ways in which individuals engage and invest in representations of languages and identities. This timely work is the first to consider the significance of multilingualism and its relationship to citizenship as well as the development of linguistic repertoires as an essential component of language education in a globalized world. While examining the discourses and interconnections between multilingualism, globalization, and identity, the author draws upon a unique case study of the experiences, voices, trajectories, and journeys of Canadian youth of Italian origin from diverse social, geographical, and linguistic backgrounds,

participating in university French language courses as well as training to become teachers of French in the urban, multicultural and global landscape of Toronto, Canada. In doing so, Byrd Clark skilfully illustrates the multidimensional ways that youth invest in language learning and socially construe their multiple identities within diverse contexts while weaving in and out of particularistic and universalistic identifications. This invaluable resource will not only shed light on how and why people engage in learning languages and for which languages they choose to invest, but will offer readers a deeper understanding of the complex interrelationships between multilingualism, identity, and citizenship. It will appeal to researchers in a variety of fields, including applied linguistics, sociolinguistics, language acquisition and linguistic anthropology.

This book examines challenges associated with the education of teachers in and for rural places. It offers a new perspective with respect to how Canadian educators are shifting the conversation toward a hopeful discourse concerning how educators can foster meaningful rural learning environments, which will contribute to building stronger rural communities and regions. A central focus of the book is emerging reconceptualization of education, place and indigeneity in Canadian education in the wake of the Truth and Reconciliation Commission. Though the challenge of addressing rural teaching and learning lies partly in the

nuances and complexities of unique places, there are also common threads that affect virtually all communities in rural, regional and remote educational, cultural, economic, and social geographies. Chapters in this collection provide current research in Canadian rural education including examples and stories from the field – contributed by teachers, administrators, and superintendents – on the challenges and creative opportunities that they have discovered in their own rural context, giving hope and inspiration for what is possible. The book will appeal to all readers interested in rural education and teacher education, as well as to those concerned with educational inequality and indigenous education.

The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. *Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications* provides comprehensive research perspectives on the multi-faceted issues of leadership and administration considerations within the education sector. Emphasizing theoretical frameworks, emerging strategic initiatives, and future outlooks, this publication is an ideal reference source for educators, professionals, school administrators, researchers, and practitioners in the field of education.

Global Dreams, Enduring Tensions International Baccalaureate in a Changing

WorldPeter Lang

The Legal Rights of Students with Disabilities: International Perspectives examines the rights of disabled students in ten diverse countries on six continents. Written by leading experts in education law, this volume provides comparative insights to help meet the educational needs of disabled students. The book also offers strategies to manage the legal and educational complexities associated with special education.

Featuring the perspectives of more than 40 leading international researchers, theorists and practitioners in clinical education, Learning and Teaching in Clinical Contexts: A Practical Guide provides a bridge between the theoretical aspects of clinical education and the delivery of practical teaching strategies. Written by Clare Delany and Elizabeth Molloy, each chapter weaves together education theory, education strategies and illustrative learning and teaching case scenarios drawn from multidisciplinary clinical contexts. The text supports clinicians and educators responsible for designing and delivering health professional education in clinical workplaces and clinicians undertaking continuing education in workplace teaching. The book is divided into four sections, each addressing a key aspect of the learner and educator experience. Section 1 considers the learner's needs as they make key transitions from classroom to workplace, or recent graduate to competent clinician Section 2 focuses on the influence of workplace contexts and how they can be used as positive catalysts to enhance learning Section 3 highlights the role of workplace assessments as embedded

processes to positively influence learning Section 4 provides an overview of the changing roles of the clinical educator and processes and models of professional development to build educational expertise Demonstrates the integrated nature of three key threads within the field of clinical education: theory, method and context Highlights theoretical frameworks: cognitive, psychological, sociocultural, experiential and ethical traditions and how they inform teaching decisions Incorporates case studies throughout to provide a context to learning and teaching in clinical education Includes practical tips from expert practitioners across different topics Includes an eBook with print purchase on evolve

Uncovering the best methods for conducting and writing about research is vital to members of the academic community, especially to those just beginning their careers. In this regard, graduate and post-graduate degree programs are crucial in ensuring that future academic and professional progress will continue. Contemporary Approaches to Dissertation Development and Research Methods is a pivotal reference source that focuses on current models used for doctoral dissertations and how these techniques impact future research and knowledge in various scholarly fields. Featuring innovative perspectives on the design and function of doctoral programs, this book is ideally designed for practitioners, researchers, and academicians.

This book examines the quality assessment movement in academic scholarship, as globalization prompts a search for global measures of university services and output. It

gauges productivity in terms of universal publication metrics, and considers ranking and research productivity from a comparative perspective. The book considers the use of the “impact factor” as a gauge of publication value, noting that this is less important in countries lacking central government appropriations to universities and to research. It argues that pressure to publish in certain journals, and to research topics of interest to English language readers, has been felt differentially in English-language systems, compared to others, but also that performance pressures fall more on younger, more junior, contract staff, than on senior and tenured professors. It problematizes international comparisons of quality, and analyses the benefits of a zone of ideas and metrics in a common language – promoting international mobility, efficiency, collaboration - but also the costs which are rarely borne equally across countries, languages and cultures. The book provides a strong, evidence-based contribution to major debates in contemporary higher education reforms and the measurement of academic output.

Presenting international evidence, from school systems across the globe, this book documents patterns, causes, and effects of school principals’ time use, building a case for the implications for school improvement, administration, and leadership. This edited volume offers an unparalleled set of chapters that delve into conceptual and methodological issues in researching principals’ time use. Chapters consist of empirical studies that advance fresh perspectives and build empirical ground on how

principals use time across different school systems in Africa, Asia, Europe, Middle East, Oceania, and North America. This unique book, is a useful resource for researchers and educators, capturing the geographically diverse contexts of principal time use. This work makes a significant contribution to the field of school improvement, administration, and leadership with both theoretical depth and empirical grounding.

This book advances a broad constellation of critical concepts situated within the field of queer studies and education. Collectively, the concepts take up a cross-section of scholarship that speaks to various political, epistemological, theoretical, methodological, and pedagogical concerns. Given the ongoing global centrality of sociocultural and political developments related to the topic of LGBTQ in the twenty-first century, the concepts in this volume and the issues raised by each contributor will have wide international appeal among researchers, scholars, educators, students, and activists working at the intersection of queer studies and education.

This book presents papers from an International Symposium on Contact Disputes and Allegations of Domestic Violence: Identifying Best Practices, held in London in May 2017. The editors invited a group of international experts to explain the approaches taken in their jurisdictions to allegations of domestic violence in child contact cases, with a view to identifying international best practices in such cases. The book includes contributions from England and Wales, Scotland, Ireland, Canada, Sweden and Spain, as well as information presented at the symposium from New Zealand and Australia.

The chapters include attention to particular issues such as specialist domestic violence courts, judicial training and hearing children's voices. Collectively, the chapters identify a set of common problems experienced across all of the jurisdictions, including an overwhelming emphasis on the value of children's ongoing contact with non-resident parents and the consequent minimisation of domestic violence and the muting of the voices of children who do not wish to have contact with abusive parents. Best practices in taking domestic violence seriously and providing adequate protection from further abuse for children and non-abusive parents were less in evidence. However, the concluding chapter draws together details of several initiatives and approaches which offer promising ways forward. The chapters in this book were originally published as a special issue of the Journal of Social Welfare and Family Law.

Well established as a definitive text--and now revised and updated with eight new chapters--this book translates cutting-edge research into effective guidelines for teaching writing in grades K–12. Illustrated with vivid classroom examples, the book identifies the components of a complete, high-quality writing program. Leading experts provide strategies for teaching narrative and argumentative writing; using digital tools; helping students improve specific skills, from handwriting and spelling to sentence construction; teaching evaluation and revision; connecting reading and writing instruction; teaching vulnerable populations; using assessment to inform instruction; and more. New to This Edition *Chapters on new topics: setting up the writing

classroom and writing from informational source material. *New chapters on core topics: narrative writing, handwriting and spelling, planning, assessment, special-needs learners, and English learners. *Increased attention to reading–writing connections and using digital tools. *Incorporates the latest research and instructional procedures. See also *Handbook of Writing Research, Second Edition*, edited by Charles A. MacArthur, Steve Graham, and Jill Fitzgerald, which provides a comprehensive overview of writing research that informs good practice.

Adolescent Dating Violence: Theory, Research, and Prevention summarizes the course, risk/protective factors, consequences and treatment/prevention of adolescent dating violence. Dating violence is defined as physical, sexual, psychological, and cyber behavior meant to cause emotional, physical, or social harm to a current or former intimate partner. The book discusses research design and measurement in the field, focuses on the recent influx of longitudinal studies, and examines prevention and intervention initiatives. Divided into five sections, the book begins by reviewing theory on and consequences of dating violence. Section II discusses risk factors and protective factors such as peer influences, substance use, and past exposure to violence in the family of origin. Section III discusses how social and cultural factors can influence teen dating violence, addressing the prevalence of dating violence among different ethnicities and among LGBTQ teens, and the influence of social media. Section IV discusses recent research priorities including gender inequality,

measurement, psychological abuse, and the dual nature of dating violence during adolescence. Section V reviews evidence-based practice for treatment and prevention across various age groups and settings. Encompasses physical, sexual, psychological and cyber violence Introduces theory on dating violence Emphasizes results from longitudinal studies and intervention initiatives Highlights the influence of social media and technology on dating violence Discusses ethnic, gender and other social and cultural differences in prevalence Examines evidence-based practice in treatment and prevention

Encounters with Materials in Early Childhood Education rearticulates understandings of materials—blocks of clay, sheets of paper, brushes and paints—to formulate what happens when we think with materials and apply them to early childhood development and classrooms. The book develops ways of thinking about materials that are more sustainable and insightful than what most children in the Western world experience today through capitalist narratives. Through a series of ethnographic events and engagement with existing ideas of relationality in the visual arts, feminist ethics, science studies, philosophy, and anthropology, Encounters with Materials in Early Childhood Education highlights how materials can be conceptualized as active participants in early childhood education and generators of human insight. A variety of examples show how educators, young children, and researchers have engaged in thinking with materials in early years classrooms and explore what materials are capable of in their encounters with other materials and with children. Please visit the companion website at www.encounterswithmaterials.com for additional features, including interviews with the authors

and the teachers featured in the book, videos and photographs of the classroom narratives described in these pages, and an ongoing blog of the authors' ethnographic notes.

This book critiques dominant discourses and debates pertaining to cultural identity, set against the current backdrop of growing social stratification and unequal access to quality education. It addresses current discourses concerning globalisation, ideologies and the state, as well as approaches to constructing national, ethnic and religious identities in the global culture. It explores the ambivalent and problematic connections between the state, globalisation, the construction of cultural identity, and the nation-building process – also in connection with history education and the history textbooks used in schools. The book also explores conceptual frameworks and methodological approaches applicable to research on the state, globalisation, nation-building and identity politics. Drawing on diverse paradigms, ranging from critical theory to globalisation, the book, by focusing on globalisation, ideology and cultural identity, critically examines recent research in history education and its impact of identity politics, as well as the most significant dimensions defining and contextualising the processes surrounding nation-building and identity politics globally. Given the need for a multiple perspective approach, the authors, who have diverse backgrounds and hail from different countries and regions, offer a wealth of insights, contributing to a more holistic understanding of the nexus between the nation-state and national identity.

This book offers a meso-level description of demographics, science education, and science teacher education. Representing all 13 Canadian jurisdictions, the book provides local insights that serve as the basis for exploring the Canadian system as a whole and function as a common starting point from which to identify causal relationships that may be associated with

Canada's successes. The book highlights commonalities, consistencies, and distinctions across the provinces and territories in a thematic analysis of the 13 jurisdiction-specific chapters. Although the analysis indicates a network of policy and practice issues warranting further consideration, the diverse nature of Canadian science education makes simple identification of causal relationships elusive. Canada has a reputation for strong science achievement. However, there is currently limited literature on science education in Canada at the general level or in specific areas such as Canadian science curriculum or science teacher education. This book fills that gap by presenting a thorough description of science education at the provincial/territorial level, as well as a more holistic description of pressing issues for Canadian science education.

Negotiating Spaces for Literacy Learning addresses two paradoxical currents that are sweeping through the contemporary educational field. The first is the opening up of possibilities for multimodal communication as a result of developments in digital technologies and the sensitivity to multiliteracies. The second is the increasing pressure from standardised testing, accountability and performance measurement which pull curricular and pedagogical practices out of alignment with the everyday informal practices and interests of teachers and learners and narrow opportunities for diverse expressions of literacy. Bringing together an international team of scholars to examine the tensions and struggles that result from the current educational climate, the book provides a much-needed discussion of the intersection of technologies of literacies, education and self. It does so through diverse approaches, including philosophical, theoretical and methodological treatments of multimodality and governmentality, and a range of literacies - early years, primary school, workplace, digital, middle school, secondary school,

indigenous, adult and place. With examples taken from all stages of education and in several countries, the book allows readers to explore a range of multimodal practices and the ways in which governmentality plays out across them.

Bringing together fourteen contemporary readings, *Education and Society: Canadian Perspectives* offers a snapshot of sociological research at the forefront of educational debates, developments, and reform trends in this country today. Informed by an overarching concern with issues of equity and equality, this collection examines the experiences and outcomes of various social groups in schooling in Canada, highlighting the barriers faced by some and advantages faced by others. It looks closely at how specific dimensions of inequality—such as class, race, and gender—inform schooling experiences while also investigating issues surrounding the possibilities and pitfalls of educational reform. Featuring quantitative and qualitative studies on topics ranging from achievement gaps to single-gendered schooling, this compelling volume introduces students to the diversity of topics studied by Canadian sociologists of education today and to the range of theoretical and methodological approaches these scholars use to conduct their research.

This edited collection draws together a variety of contexts of contemporary childhoods, linking thinking from Canada with spaces in the UK and Sweden. The contributors explore the discourses that shape those childhoods and how this then impacts on the way that children come to experience their everyday lives. The aim of the book is not to reflect the entirety of childhood experience but to draw off particular expertise that shine a light into partial, yet significant areas of children's lives, with the contributions engaging with a range of voices and perspectives. As a result, the collection advocates the need for childhood studies to zoom out

from a predisposition to isolate the child, which has been seen as a necessary part of conceptualizing childhood. As a result, the book focuses on a 'context' for childhoods through a consideration of both structure and agency, and through this seeks to recognise the interconnected nature of the arenas within which children live their everyday lives. A range of themes are covered, including the education system, identity within the home, suicide in communities, and younger children's 'political' engagement and sense of belonging. Contextualising Childhoods will be of interest to students and scholars across a range of disciplines, including sociology, law, and education.

First Published in 1968. Routledge is an imprint of Taylor & Francis, an informa company. This book explores mathematical learning and cognition in early childhood from interdisciplinary perspectives, including developmental psychology, neuroscience, cognitive psychology, and education. It examines how infants and young children develop numerical and mathematical skills, why some children struggle to acquire basic abilities, and how parents, caregivers, and early childhood educators can promote early mathematical development. The first section of the book focuses on infancy and toddlerhood with a particular emphasis on the home environment and how parents can foster early mathematical skills to prepare their children for formal schooling. The second section examines topics in preschool and kindergarten, such as the development of counting procedures and principles, the use of mathematics manipulatives in instruction, and the impacts of early intervention. The final part of the book focuses on particular instructional approaches in the elementary school years, such as different additive concepts, schema-based instruction, and methods of division. Chapters analyze the ways children learn to think about, work with, and master the language of

mathematical concepts, as well as provide effective approaches to screening and intervention. Included among the topics: The relationship between early gender differences and future mathematical learning and participation. The connection between mathematical and computational thinking. Patterning abilities in young children. Supporting children with learning difficulties and intellectual disabilities. The effectiveness of tablets as elementary mathematics education tools. Mathematical Learning and Cognition in Early Childhood is an essential resource for researchers, graduate students, and professionals in infancy and early childhood development, child and school psychology, neuroscience, mathematics education, educational psychology, and social work.

This book sets out to examine the neo-liberal dimensions of globalisation and market-driven economic imperatives that have impacted higher education reforms. It critiques the notions of accountability, efficiency, academic capitalism, quality of education, and the market-oriented and entrepreneurial university model, based on a neo-liberal ideology. The expansion of economic rationality into the educational sector is one the most ubiquitous dimensions of neo-liberalism and one of its most powerful ideological tools, resulting in the commodification, commercialization, and marketization of education and knowledge. The book critiques structural changes in education and the impact of neo-liberalism and globalisation on educational systems around the world. With this as its overall focus, the respective chapters present hand-picked scholarly research on major discourses in the field of global neo-liberal education reforms. The book draws upon recent studies in the areas of globalisation, neo-liberal education reforms, and the role of the state. It critically assesses the neo-liberal ideological imperatives of current education and policy reforms and illustrates how these shifts

in the relationship between the state and education policy are shaping current trends in education policy reform outcomes. Taken together, the chapters offer a timely analysis of current issues affecting neo-liberal education policy research, and outline future directions that education and policy reforms could take.

Sociology and Music Education addresses a pressing need to provide a sociological foundation for understanding music education. The music education community, academic and professional, has become increasingly aware of the need to locate the issues facing music educators within a broader sociological context. This is required both as a means to deeper understanding of the issues themselves and as a means to raising professional consciousness of the macro issues of power and politics by which education is often constrained. The book outlines some introductory concepts in sociology and music education and then draws together seminal theoretical insights with examples from practice with innovative applications of sociological theory to the field of music education. The editor has taken great care to select an international community of experienced researchers and practitioners as contributors who reflect current trends in the sociology of music education in Europe and the UK. The book concludes with an Afterword by Christopher Small.

In this book author Cathy Benedict challenges and reframes traditional ways of addressing many of the topics we have come to think of as social justice. Offering practical suggestions for helping both teachers and students think philosophically (and thus critically) about the world around them, each chapter engages with important themes through music making and learning as it presents scenarios, examples of dialogue with students, unit ideas and lesson plans geared toward elementary students (ages 6-14). Taken-for-granted subjects often considered

beyond the understanding of elementary students such as friendship, racism, poverty, religion, and class are addressed and interrogated in such a way that honours the voice and critical thinking of the elementary student. Suggestions are given that help both teachers and students to pause, reflect and redirect dialogue with questions that uncover bias, misinformation and misunderstandings that too often stand in the way of coming to know and embracing difference. Guiding questions, which anchor many curricular mandates, are used throughout in order to scaffold critical and reflective thinking beginning in the earliest grades of elementary music education. Where does social justice reside? Whose voice is being heard and whose is being silenced? How do we come to think of and construct poverty? How is it that musics become used the way they are used? What happens to songs initially intended for socially driven purposes when their significance is undermined? These questions and more are explored encouraging music teachers to embrace a path toward socially just engagements at the elementary and middle school levels.

This book fills a void in the literature around how urban agricultural education can be used to create opportunities to educate youth and citizens who live in urban areas about growing food. To date, very little has been written about program design and the impact of such experiences on learning outcomes. In fact, most of the journal articles and research to date has focused on access, contextual factors, sustainability, relevance of urban agricultural education, and the intersection of science of agriculture. This book will cover such topics as how urban youth learn science while engaged in urban agriculture programs, how such programs support youth in becoming interested about healthy eating and science more generally, and how to design urban agriculture programs in support of STEM education. The chapters in this book are

written by educational researchers and each chapter has been reviewed by researchers and practitioners.

Created in partnership with the Association for the Study of Medical Education (ASME), this completely revised and updated new edition of *Understanding Medical Education* synthesizes the latest knowledge, evidence and best practice across the continuum of medical education. Written and edited by an international team, this latest edition continues to cover a wide range of subject matter within five broad areas – Foundations, Teaching and Learning, Assessment and Selection, Research and Evaluation, and Faculty and Learners – as well as featuring a wealth of new material, including new chapters on the science of learning, knowledge synthesis, and learner support and well-being. The third edition of *Understanding Medical Education*: Provides a comprehensive and authoritative resource summarizing the theoretical and academic bases to modern medical education practice Meets the needs of all newcomers to medical education whether undergraduate or postgraduate, including those studying at certificate, diploma or masters level Offers a global perspective on medical education from leading experts from across the world Providing practical guidance and exploring medical education in all its diversity, *Understanding Medical Education* continues to be an essential resource for both established educators and all those new to the field.

This book can serve as valuable resource for educational practitioners in higher education insofar as it provides them with an enhanced awareness of strategies that are being used to manage problems commonly faced in multiple educational settings.

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