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Testing and Assessment : Third report of session 2007-08, Vol. 2: Oral and written Evidence

This volume provides a summary of the findings that educational research has to offer on good practice in school science teaching. It offers an overview of scholarship and research in the field, and introduces the ideas and evidence that guide it.

Provides information, case studies, and cameos for teachers on how to conduct research in their classroom.

Bringing together a wide collection of ideas, reviews, analyses and new research on particulate and structural concepts of matter, Concepts of Matter in Science Education informs practice from pre-school through graduate school learning and teaching and aims to inspire progress in science education. The expert contributors offer a range of reviews and critical analyses of related literature and in-depth analysis of specific issues, as well as new research. Among the themes covered are learning progressions for teaching a particle model of matter, the mental models of both students and teachers of the particulate nature of matter, educational technology, chemical reactions and chemical phenomena, chemical structure and bonding, quantum chemistry and the history and philosophy of science relating to the particulate nature of matter. The book will benefit a wide audience including classroom practitioners and student teachers at every educational level, teacher educators and researchers in science education. "If gaining the precise meaning in particulate terms of what is solid, what is liquid, and that air is a gas, were that simple, we would not be confronted with another book which, while suggesting new approaches to teaching these topics, confirms they are still very difficult for students to learn". Peter Fensham, Emeritus Professor Monash University, Adjunct Professor QUT (from the foreword to this book)

In From Able to Remarkable: Help your students become expert learners. Robert Massey provides a pathway to help teachers guide their students through the gauntlets of the gifted, the underpasses of underachievement and the roadblocks to remarkable on their learning journeys. What makes remarkable students remarkable? Attributes such as resilience, curiosity and intelligence may come to mind and we might also add others, such as intuition and tenacity. But what has helped make them what they are? Were they born this way, or did their 'remarkabilities' emerge during their schooling? Such questions may make teachers feel uneasy, prompting them to reflect on the sometimes limiting scope of what is often labelled as 'gifted and talented provision' in their school. Robert Massey argues, however, that these remarkabilities are there, latent and dormant, in many more students than we might at first acknowledge. In From Able to Remarkable Robert shares a rich variety of practical, cross-curricular strategies designed to help teachers unearth and nurture these capabilities and signpost a route to the top for every learner. Informed by educational research and evidence from the field of cognitive science, the book talks teachers through a wide range of effective teaching and learning techniques all of which are appropriate for use with all pupils and not only with top sets or high attainers. Robert also shares ideas on how teachers can improve their students' abilities to receive, respond to and then deliver feedback on both their own work and that of others. To complement the feedback process, he presents practical methods to help teachers make questioning, self-review and greater student ownership of their questioning within lessons a staple of day-to-day classroom interaction. Venturing beyond the classroom, the book also explores approaches to whole-school provision for high-attaining students and offers some robust stretch and challenge to educational leaders in considering what widespread excellence in education might look like. Suitable for teachers and gifted and talented coordinators in both primary and secondary schools.

'In the increasingly data-swamped world of education, data literacy is no longer a desirable skill, it is essential. Databusting for Schools is part guide through the complexities, uses and limitations of data; and part challenge to those who too readily make assumptions and draw conclusions. This is an important book.' James Pembroke, independent data analyst Data rules schools and ignorance is far from bliss. From assessment results to questioning educational claims, there is a growing need to understand the numbers used in education. Education data blogger and teacher Richard Selfridge (aka Jack Marwood) unravels the complexities of dealing with educational data and explains statistics in an understandable, everyday way, relevant to your classroom and your school. He will take you through all you need to know about data and statistics in education including: - Where does education data come from? - The what, why and how of numbers. - Understanding different types of graphs and how to use them. - How to play around with data to see the bigger picture. - How to interpret data, does one thing really lead to another? - Using data to inform school policy. A must-read for all teachers, school leaders, data managers, school governors, and anyone in education who has ever looked at statistical data and broken out into a cold sweat. Richard Selfridge is a primary school teacher and writer on education. He is author of the popular datablog Icing on the Cake and tweets under the sometime pseudonym @Jack_Marwood.

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