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Teachers of Chinese as a foreign language in many international contexts are searching for pedagogic solutions to promote effective learning. Models of innovative and successful approaches are urgently needed. This volume presents a collection of compelling and empirically rich research studies that showcases innovative developments in the practice of teaching Chinese as a foreign language. The studies focus on three interrelated areas: learners, teachers, and applications of new technologies. Specifically, the studies explore methods for fostering learner-centred classrooms, autonomous learners, intercultural learning, the role of teacher views and identities, the nature of a 'middle ground' approach, and technologies that accommodate the unique aspects of the Chinese language, with new options for mobile and interactive learners. Providing both inspiration and practical models for language practitioners and researchers, it offers a vital resource for teachers' professional development, and for pre-service teacher education. This book demonstrates how blended learning improves access to and enhances the quality of higher education teaching and learning in Asian universities. It first discusses how leading universities in the region drive and support blended learning at the institutional level to enhance student learning engagement and outcomes. It then examines 10 effective implementations and lessons learned of blended learning practices across different disciplinary courses and programmes (humanities and language, science and engineering, social science and education, and others) in the region. The chapters in this book provide an overview of the opportunities and challenges of blended learning for improved access and enhanced quality of higher education, and offer insights into the promising blended learning policies and practices in Asian universities. This book deals with commonly reported accusations about the nature of teacher education based on arguments and disagreements about what teacher education should do, how it should do it and what it should produce in its graduates. Much of these accusations are on out of date or obsolete ideals of the "good" teacher. It is a philosophical exploration of the crisis in which teacher education finds itself in the world of neo-liberal capitalism, privatization, accountability, consumerism and globalization. The book develops a meta-theory of teacher education which analyses three major approaches to teacher education (Enlightenment, Romanticism, and Belief-Oriented programs), each of them suggest a different epistemological and

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ethical world-view. Accordingly, each of them lead to a different vision of teachers' identity, and inform different type of programs of teacher education. While critically discussing how each of the three approaches is manifested in various Teacher Education programs, the book proposes a new synthesis arising from them. Although seemingly contradictory, they can be seen as various aspects of a more "balanced", multifaceted and adequate ideal of a better way to prepare teachers in the present era. Ways of Learning to Teach is a tribute to the work of teacher educators and is informing for anyone who is interested in teaching and learning in the 21st century. This is a compelling book that brings together a number of conflicting (and often taken-for-granted) views of teacher preparation in ways that helps to makes sense of the complex enterprise that is teacher education. Back offers an interesting and thought provoking way of understanding criticisms about teacher education and offers a positive and productive way forward. This book is a must read for teacher educators. Some nos. include Announcement of courses. This textbook has been designed to meet the needs of B.Sc. (Programme) Second Semester students of Zoology as per the UGC Choice Based Credit System (CBCS). Comprehensively written, it explains the essential principles, processes and methodology of Comparative Anatomy and Developmental Biology of Vertebrates. This textbook is profusely illustrated with over 250 well-labelled diagrams, not only to supplement the descriptions, but also for sound understanding of the concepts. Drawing on the wide-ranging expertise of its contributors, this text empowers pre-service teachers to become effective and reflective practitioners. Summary: "Learning Discourses and the Discourses of Learning is an edited collection of papers exploring issues of teaching and learning in academic settings. The key theme of the volume is 'discourses' - especially as these relate to institutional policies, disciplinary practices and students' processes of learning in the academy. Particular attention is paid to the experiences of second-language students studying at Australian universities as well as those learning foreign languages in Australia. Employing a variety of methodologies and theoretical perspectives, the papers in Learning Discourses are unified by a focus on rich and socially situated empirical data. The book addresses issues highly pertinent to the dynamic character of contemporary higher education in Australia, one dominated by trends towards the internationalisation and professionalisation of university programs, and the growing intercultural nature of social and academic interactions. Part one covers issues of discourse and change, exploring processes of discourse acquisition and production in a range of disciplinary contexts, along with the nexus between academic and professional discourses. Part two deals with broader issues of the participation and socialisation of students in second-language-use situations, ranging from macro (social planning and policy) issues to the micro (interpersonal) level. Part three looks at the social mediation of foreign language learning covering a range of tertiary and secondary settings in Australia and has a particular focus on Japanese as a foreign language."--Publisher description. Presents original research results on the leading edge of psychology research. Each article has been carefully selected in an attempt to present substantial research results across a broad spectrum. Academic Days of Timișoara: Social Sciences Today is a book of the proceedings of the 3rd International Symposium "Social Sciences Today: Between Theory and Practice" held in Timișoara, Romania, on May 6-7, 2011, under the auspices of the Romanian Academy. It will appeal to teachers of social sciences, no matter the level of instruction. The papers it contains deal with economics (economic crisis, communications, and Total Quality Management), education (systems of formal education, process of education, and educational theory), philosophy (education of the future, orthodoxy and nationalism, philosophy of history, Islamic tourism, rites and beliefs, and aesthetics), psychology (family imaginary, self-esteem, stress, personality, behaviour, intelligence, violence, and communication), and sociology (education, communication, social rituals, and non-formal education). This book celebrates the scholarly achievements of Prof. David A. Watkins, who has pioneered research on the psychology of Asian learners, and helps readers grasp the cognitive, motivational, developmental, and socio-cultural aspects of Asian learners learning experiences. A wide range of empirical and review papers, which examine the characteristics of these experiences as they are shaped by both the particularities of diverse educational systems/cultural milieus and universal principles of human

learning and development, are showcased. The individual chapters, which explore learners from fourteen Asian countries, autonomous regions, and/or economies, build on research themes and approaches from Prof. Watkins' research work, and are proof of the broad importance and enduring relevance of his seminal psychological research on learners and the learning process. The International Handbook on Educational Leadership and Social (In)Justice creates a first-of-its-kind international forum on conceptualizing the meanings of social justice and leadership, research approaches in studying social justice and combating social injustices, school, university and teacher leadership for social justice, advocacy and advocates for social justice, socio-cultural representations of social injustices, glocal policies, and leadership development as interventions. The Handbook is as much forward-looking as it is a retrospective review of educational research literatures on social justice from a variety of educational subfields including educational leadership, higher education academic networks, special education, health education, teacher education, professional development, policy analyses, and multicultural education. The Handbook celebrates the promises of social justice while providing the educational leadership research community with concrete, contextualized illustrations on how to address inequities and combat social, political and economic injustices through the processes of education in societies and educational institutions around the world. Rise and Shine - An Integrated Semester Course for Classes 1 to 5 has been designed and formulated in accordance with the guidelines of the latest National Curriculum Framework (NCF). It is a set of ten books, two for each class and one per semester. Each book includes subjects such as English, Mathematics, EVS/Science, Social Studies and General Knowledge. The key feature of the course is to make learning a joyful experience. Each book closely interweaves concepts to lay a strong foundation at the primary level. The course focuses on interactive approach to make the children active participants in the process of learning. Some of the key features of the series are :

- Based on the curriculum guidelines given by the latest National Curriculum Framework.
- Graded and matched to the number of class hours planned by the schools.
- Key concepts in each subject linked with interesting explanations; visual aids such as illustrations, photographs, diagrams, maps and tables; activities, games and real-life examples.
- Carefully graded and comprehensive exercises for true evaluation.
- Online support for © Animated lessons and interactive exercises for better understanding of the concepts learnt in the textbook.
- © Assignments and E-book (For Teacher's only) □ Teachers Resource Book to facilitate teaching.

Futures for English Studies brings together chapters by leading writers across the curriculum area of English to investigate how the component parts of English (literature, language, and creative writing) are located institutionally in higher education and to explore the interdisciplinary prospects of a subject which spans the humanities and social sciences. Through explorations of changing foci in a variety of contexts, the book examines the value and purpose of teaching and researching English language, literature and creative writing in the twenty-first century, both within Anglophone countries and the wider world. The contributors, all practicing educators and researchers in the field, bring a wide range of perspectives to the theme of the development of the discipline, and illustrate that the strengths of English Studies as an academic subject lie not only in its traditional breadth and depth, but also in a readiness to adapt, experiment, and engage with other subjects. Effective communication within learning environments is a pivotal aspect to students' success. By enhancing abstract concepts with visual media, students can achieve a higher level of retention and better understand the presented information. Knowledge Visualization and Visual Literacy in Science Education is an authoritative reference source for the latest scholarly research on the implementation of visual images, aids, and graphics in classroom settings and focuses on how these methods stimulate critical thinking in students. Highlighting concepts relating to cognition, communication, and computing, this book is ideally designed for researchers, instructors, academicians, and students. Announcements for the following year included in some vols.