

2014 2015 Waec Geography Practical Questions And Answers

Some 600 million children worldwide do not legally exist. Without verifiable identification, they—and unregistered adults—could face serious difficulties in proving their identity, whether to open a bank account, purchase a SIM card, or cast a vote. Lack of identification is a barrier to full economic and social inclusion. Recent advances in the reach and technological sophistication of identification systems have been nothing less than revolutionary. Since 2000, over 60 developing countries have established national ID programs. Digital technology, particularly biometrics such as fingerprints and iris scans, has dramatically expanded the capabilities of these programs. Individuals can now be uniquely identified and reliably authenticated against their claimed identities. By enabling governments to work more effectively and transparently, identification is becoming a tool for accelerating development progress. Not only is provision of legal identity for all a target under the Sustainable Development Goals, but this book shows how it is also central to achieving numerous other SDG targets. Yet, challenges remain. Identification systems can fail to include the poor, leaving them still unable to exercise their rights, access essential services, or fully participate in political and economic life. The possible erosion of privacy and the misuse of personal data, especially in countries that lack data privacy laws or the capacity to enforce them, is another challenge. Yet another is ensuring that investments in identification systems deliver a development payoff. There are all too many examples where large expenditures—sometimes supported by donor governments or agencies—appear to have had little impact. *Identification Revolution: Can Digital ID be Harnessed for Development?* offers a balanced perspective on this new area, covering both the benefits and the risks of the identification revolution, as well as pinpointing opportunities to mitigate those risks.

This book will tell all you need to know about British English spelling. It's a reference work intended for anyone interested in the English language, especially those who teach it, whatever the age or mother tongue of their students. It will be particularly useful to those wishing to produce well-designed materials for teaching initial literacy via phonics, for teaching English as a foreign or second language, and for teacher training. English spelling is notoriously complicated and difficult to learn; it is correctly described as much less regular and predictable than any other alphabetic orthography. However, there is more regularity in the

English spelling system than is generally appreciated. This book provides, for the first time, a thorough account of the whole complex system. It does so by describing how phonemes relate to graphemes and vice versa. It enables searches for particular words, so that one can easily find, not the meanings or pronunciations of words, but the other words with which those with unusual phoneme-grapheme/grapheme-phoneme correspondences keep company. Other unique features of this book include teacher-friendly lists of correspondences and various regularities not described by previous authorities, for example the strong tendency for the letter-name vowel phonemes (the names of the letters) to be spelt with those single letters in non-final syllables.

This well-established series, the most popular in Nigeria, has been fully revised to reflect recent developments in mathematics education at junior secondary level and the views of the many users of the books. It has especially been revised to fully cover the requirements of the new NERDC Universal Basic Education Curriculum.

This book is the first attempt to understand Boko Haram in a comprehensive and consistent way. It examines the early history of the sect and its transformation into a radical armed group. It analyses the causes of the uprising against the Nigerian state and evaluates the consequences of the on-going conflict from a religious, social and political point of view. The book gives priority to authors conducting fieldwork in Nigeria and tackles the following issues: the extent to which Boko Haram can be considered the product of deprivation and marginalisation; the relationship of the sect with almajirai, Islamic schools, Sufi brotherhoods, Izala, and Christian churches; the role of security forces and political parties in the radicalisation of the sect; the competing discourses in international and domestic media coverage of the crisis; and the consequences of the militarisation of the conflict for the Nigerian government and the civilian population, Christian and Muslim. About the Editor: Marc-Antoine Perouse de Montclos is a Doctor in Political Science and a Professor at the French Institute of Geopolitics in the University of Paris 8. A specialist on armed conflicts in Africa south of the Sahara, he graduated from the Institut d'etudes politiques de Paris (IEP), where he teaches, and is a researcher at the Institut de recherche pour le developpement (IRD). He lived for several years in Nigeria, South Africa and Kenya. He has published some eighty articles and books, including *Le Nigeria* (1994), *Violence et securite urbaines* (1997), *L'aide humanitaire, aide a la guerre?* (2001), *Villes et violences en Afrique subsaharienne* (2002), *Diaspora et terrorisme* (2003), *Guerres d'aujourd'hui* (2007), *Etats faibles et securite privee en Afrique noire* (2008), *Les*

humanitaires dans la guerre (2013), and La tragedie malienne (2013). Reviews For scholars, government officials, journalists, and civic actors, this book expands our understanding of this enigmatic jihadist movement, its genesis, evolution, and political implications. In light of the global significance of militant Islam, the book is indispensable for students of Nigeria, Africa, Muslim societies, and armed conflicts.—Richard Joseph, John Evans Professor of International History and Politics, Northwestern University This collection of essays on Boko Haram is much the best yet—well informed, coolly competent. With the insurgency still evolving, we really need this guide to its early days.—Murray Last, Emeritus Professor of Anthropology, University College of London This valuable collection assembles notable experts who analyze the messages and behavior of Boko Haram. The collection also provides nuanced treatments of actors involved in the conflict, including the Nigerian state and Nigerian Christians.—Alex Thurston, Visiting Assistant Professor, African Studies Program, Georgetown University

Everything You Wanted to Know about the Science of Raising Children but Were Too Exhausted to Ask

Parentology

Trends, Issues and Advancements

An International Course Companion

Rural Community and Authority in Britain During the Second World War

Private Tutoring and Its Implications for Planners

The Actor's Life

Boko Haram is one of the deadliest extremist armed groups in the world, killing an estimated 10,000 civilians in Nigeria since the group began its attacks in 2009. -- Back cover

Illustrated with 11 maps and 35 Illustrations From the plains of Europe to the jungles of the Pacific, the U.S. Army in World War II employed a variety of commando and guerrilla operations to harass the Axis armies, gather intelligence, and support the more conventional Allied military efforts. During the Allied invasion of northern France on D-day, elite American infantry scaled the sheer cliffs of the Normandy coast, while smaller combat teams and partisans struck deep behind German lines, attacking enemy troop concentrations and disrupting their communications. On the other side of the globe, U.S. soldiers led guerrillas against Japanese patrols in the jungles of the Philippines and pushed through uncharted paths in the rugged mountains of northern Burma to strike at the enemy rear. Special operations such as these provided some of the most stirring adventure stories of the war, with innumerable legends growing from the exploits of Darby ' s and Rudder ' s Rangers, Merrill ' s Marauders, the Jedburghs, the guerrillas of the Philippines, and the Kachins of northern Burma. Despite the public and historical attention paid to the exploits of American special operations forces in World War II, their significance remains a matter of dispute. Both during and after the conflict, many officers argued that such endeavors contributed little in a

war won primarily by conventional combat units. They perceived little, if any, place for such units in official Army doctrine. Yet others have contended that a broader, more intelligent use of special operations would have hastened the triumph of Allied arms during World War II. In their eyes, the experience gained by the U.S. Army in the field during the war was important and foreshadowed the shape of future military operations.

An award-winning scientist offers his unorthodox approach to childrearing: “ Parentology is brilliant, jaw-droppingly funny, and full of wisdom...bound to change your thinking about parenting and its conventions ” (Amy Chua, author of *Battle Hymn of the Tiger Mother*). If you ’ re like many parents, you might ask family and friends for advice when faced with important choices about how to raise your kids. You might turn to parenting books or simply rely on timeworn religious or cultural traditions. But when Dalton Conley, a dual-doctorate scientist and full-blown nerd, needed childrearing advice, he turned to scientific research to make the big decisions. In *Parentology*, Conley hilariously reports the results of those experiments, from bribing his kids to do math (since studies show conditional cash transfers improved educational and health outcomes for kids) to teaching them impulse control by giving them weird names (because evidence shows kids with unique names learn not to react when their peers tease them) to getting a vasectomy (because fewer kids in a family mean smarter kids). Conley encourages parents to draw on the latest data to rear children, if only because that level of engagement with kids will produce solid and happy ones. Ultimately these experiments are very loving, and the outcomes are redemptive—even when Conley ’ s sassy kids show him the limits of his profession. *Parentology* teaches you everything you need to know about the latest literature on parenting—with lessons that go down easy. You ’ ll be laughing and learning at the same time.

The achievements and legacy of the Wolfensohn Center for Development at Brookings *The Imperative of Development* highlights the research and policy analysis produced by the Wolfensohn Center for Development at Brookings. The Center, which operated from 2006 to 2011, was the first home at Brookings for research on international development. It sought to help identify effective solutions to key development challenges in order to create a more prosperous and stable world. Founded by James and Elaine Wolfensohn, the Center ’ s mission was to “ to create knowledge that leads to action with real, scaled-up, and lasting development impact. ” This volume reviews the Center ’ s achievements and lasting legacy, combining highlights of its most important research with new essays that examine the context and impact of that research. Six primary research streams of the Wolfensohn Center ’ s work are highlighted in *The Imperative of Development*: the shifting structure of the world economy in the twenty-first century; the challenge of scaling up the impact of development interventions; the effectiveness of development assistance; how to promote economic and social inclusion for Middle Eastern youth; the case for investing in early child development; and the need for global governance reform. In each chapter, a scholar associated with the particular research topic provides an overview of the issue and its broader context, then describes the Center ’ s work on the topic and the subsequent influence and impact of these efforts. *The Imperative of Development* chronicles the growth and expansion of the first center for development research in Brookings ’ s 100-year history and traces how the seeds of this initiative continue to bear fruit.

The Teaching Gap

The Imperative of Development

Renewing Pedagogy in the Middle Years

Identification Revolution

The Oxford English Dictionary

From the Earliest Times to the Declaration of Independence
Yearbook of International Organizations, 1988-89

There is not a single African country that did not attempt public sector reforms in the 1990s. Governments no longer see themselves as sole suppliers of social services, frequently opting for partnerships with the private sector. Efficiency and choice have entered the language of the planning and implementation units of Africa's line ministries, while privatization is no longer the controversial subject it was a decade ago. There have also been moves towards more open and democratic governments. Reforming Africa's Institutions looks at the extent to which reforms undertaken in Sub-Saharan Africa in recent years have enhanced institutional capacities across the breadth of government. To what extent have reforms been internalized and defended by governments? The authors also look specifically at the impact of public sector reforms on these economies and pose the question whether 'ownership can be attained when countries continue to be heavily dependent on external support. The volume is presented in three parts. The first focuses on the issue of reform ownership; on the issues of governance, the political economy of reform ownership, and the contradictions inherent in using aid as an instrument for enhancing domestic reform ownership. Part two examines the nature of incentives in the African civil service and the reforms undertaken in recent years to raise public sector efficiency in Africa. The third part discusses issues related to institutional capabilities in Africa and how they have been affected by the reforms undertaken in the 1990s, including privatization and movement towards political pluralism.

Jenna Fischer's Hollywood journey began at the age of 22 when she moved to Los Angeles from her hometown of St. Louis. With a theater degree in hand, she was determined, she was confident, she was ready to work hard. So, what could go wrong? Uh, basically everything. The path to being a professional actor was so much more vast and competitive than she'd imagined. It would be eight long years before she landed her iconic role on The Office, nearly a decade of frustration, struggle, rejection and doubt. If only she'd had a handbook for the aspiring actor. Or, better yet, someone to show her the way—an established actor who could educate her about the business, manage her expectations, and reassure her in those moments of despair. Jenna wants to be that person for you. With amusing candor and wit, Fischer spells out the nuts and bolts of getting established in the profession, based on her own memorable and hilarious experiences. She tells you how to get the right headshot, what to look for in representation, and the importance of joining forces with other like-minded artists and creating your own work—invaluable advice personally acquired from her many years of struggle. She provides helpful hints on how to be gutsy and take risks, the tricks to good auditioning and callbacks, and how not to fall for certain scams (auditions in a guy's apartment are probably not legit—or at least not for the kind of part you're looking for!). Her inspiring, helpful guidance feels like a trusted friend who's made the journey, and has now returned to walk beside you, pointing out the pitfalls as you blaze your own path towards the life of a professional actor.

The low demonstrable effect of education research done in South Africa in particular - and Africa in general - continues to be a problem in scientific records in the educational sciences. This scholarly collected work addresses this obstacle and focuses on recommendations from scholars in different sectorial categories in the field of education. Scholars from a variety of sub-fields within the educational sciences reflect on this particular matter, revisiting the history of research and research outcomes and offering informed recommendations based on in-depth investigation and analysis of aspects of the various discourses within the relevant sub-fields. The scope of the content of this collected work centres on the issue of the lack of scientific records concerning the scientific raising of the impact of education research. The book aims at making a specific contribution to the educational sciences by stimulating scholarly discussion around how to increase the recording of the significance of educational research done in Africa, and in South Africa in particular, and to redirect the research agenda into the direction of making more impact. Impact is conceptualised to mean both scholarly impact (that is being cited and being used as foundation for theory building and for further research) and practical impact (that is improvement of practice, teaching and learning in education institutions at all levels).

In recent years there has been increased attention paid to the importance of assessment in Geographical Education, the chosen subject for this book. Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students, teachers, parents and policymakers. To be effective, assessment needs to be valid, reliable and fair. Validity is about ensuring that we assess what we claim we are assessing. Reliability is about measuring performance and understanding in a consistent way. Without validity and reliability, assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do. As geography educators it is therefore important that we identify the core concepts and skills in geography that we want students to master. We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning. While there is a substantial literature on evidence-based assessment in secondary school contexts, research exploring best-practice assessment in geography is rare. This is a concern given the distinctive nature of geography and the important role of assessment in the learning process. This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography. The chapters are written by leading researchers in Geographical Education from across the globe. These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia, USA, South Korea, Germany, Switzerland and Singapore. What unifies the work in this book, is that each chapter focuses on a key feature of the discipline of geography, providing scholarly examples of evidence-based practices for assessing student's knowledge and skills.

A Companion to School Experience

Handbook of Research on Information Communication Technology Policy: Trends, Issues and Advancements
An Economist Examines the Markets, Power, and Politics of World Trade
The Travels of a T-Shirt in the Global Economy
The Successors
Public Examinations Examined
A New Geography of Ghana

This book will appeal not only to historians and geographers, but to many who maintain a deep interest in the British countryside and its past, and to those who continue to share a fascination for the Second World War, in particular the 'home front'.

A revised edition of a popular resource builds on the authors' findings that key problems in teaching methods are causing America to lag behind international academic standards, outlining a program for administrators, instructors, and parents that incorporates solutions based on current research. Reprint.

Brilliant and engagingly written, Why Nations Fail answers the question that has stumped the experts for centuries: Why are some nations rich and others poor, divided by wealth and poverty, health and sickness, food and famine? Is it culture, the weather, geography? Perhaps ignorance of what the right policies are? Simply, no. None of these factors is either definitive or destiny. Otherwise, how to explain why Botswana has become one of the fastest growing countries in the world, while other African nations, such as Zimbabwe, the Congo, and Sierra Leone, are mired in poverty and violence? Daron Acemoglu and James Robinson conclusively show that it is man-made political and economic institutions that underlie economic success (or lack of it). Korea, to take just one of their fascinating examples, is a remarkably homogeneous nation, yet the people of North Korea are among the poorest on earth while their brothers and sisters in South Korea are among the richest. The south forged a society that created incentives, rewarded innovation, and allowed everyone to participate in economic opportunities. The economic success thus spurred was sustained because the government became accountable and responsive to citizens and the great mass of people. Sadly, the people of the north have endured decades of famine, political repression, and very different economic institutions—with no end in sight. The differences between the Koreas is due to the politics that created these completely different institutional trajectories. Based on fifteen years of original research Acemoglu and Robinson marshal extraordinary historical evidence from the Roman Empire, the Mayan city-states, medieval Venice, the Soviet Union, Latin America, England, Europe, the United States, and Africa to build a new theory of political economy with great relevance for the big questions of today, including: - China has built an authoritarian growth machine. Will it continue to grow at such high speed and overwhelm the West? - Are America's best days behind it? Are we moving from a virtuous circle in which efforts by elites to aggrandize power are resisted to a vicious one that enriches and empowers a small minority? - What is the most effective way to help move billions of people from the rut of poverty to prosperity? More philanthropy from the wealthy nations of the West? Or learning the hard-won lessons of Acemoglu and Robinson's breakthrough ideas on the

interplay between inclusive political and economic institutions? Why Nations Fail will change the way you look at—and understand—the world.

This book includes Monday to Friday lessons for each day of a 36-week school year and short daily lessons. The Monday to Thursday lessons include two sentences to edit, including corrections in punctuation, capitalization, spelling, grammar, and vocabulary and three items practicing a variety of language and reading skills. Friday practice cycles through five formats: language usage, identifying and correcting mistakes, combining sentences, choosing reference materials and figurative speech (similes, metaphors). The pages are reproducible and the book includes a skills list and answer keys.

A Survival Guide

New General Mathematics for Junior Secondary Schools

"They Set the Classrooms on Fire"

The Shadow Education System

Science Education

Vol. 1-

The Origins of Power, Prosperity, and Poverty

Learning to Teach Geography in the Secondary School has become the widely recommended textbook for student and new teachers of geography. It helps them acquire a deeper understanding of the role, purpose and potential of geography within the secondary curriculum, and provides the practical skills needed to design, teach and evaluate stimulating and creative lessons. This fully revised and updated second edition takes account of new legislation and important developments in geography education, including literacy, numeracy, citizenship, and GIS. Brand new chapters in this edition provide essential guidance on fieldwork, and using ICT in the context of geography teaching and learning. Chapters on teaching strategies, learning styles and assessment place the learner at the centre stage, and direct advice and activities encourage successful practice. Designed for use as a core textbook Learning to Teach Geography in the Secondary School is essential reading for all student teachers of geography who aspire to become effective, reflective teachers. Praise for the first edition of Learning to Teach Geography in the Secondary School: 'This is a practical and visionary book, as well as being superbly optimistic. It has as much to offer the experienced teacher as the novice and could be used to reinvigorate geography departments everywhere. Practical activities and ideas are set within a carefully worked out, authoritative, conceptual framework.' - The Times Educational Supplement 'This is a modern, powerful, relevant and comprehensive work that is likely to become a standard reference for many beginning teachers on geography initial teacher training courses in England and Wales.' - Educational Review

Because of its size in a number of countries, and due to its nature--that of a private service oriented at improving academic

performance--private tutoring has important implications for the educational system as a whole that cannot be ignored by educational policies. This publication contributes to the debate about private tutoring through its systematization of available information and its analysis. It asks the questions: "Who supplies and demands this service?" "What effects does it have on the formal education system?" and "What are the policy options facing education planners?" The research draws on existing research conducted in different parts of the world, but primarily in Asia, where private tutoring is particularly widespread.--Publisher's description.

The Handbook of Research on Information Communication Technology Policy: Trends, Issues and Advancements provides a comprehensive and reliable source of information on current developments in information communication technologies. This source includes ICT policies; a guide on ICT policy formulation, implementation, adoption, monitoring, evaluation and application; and background information for scholars and researchers interested in carrying out research on ICT policies.

This book provides a clear overview of current thinking on the teaching and learning of geography. It is an ideal companion to all students beginning a career in teaching the subject in secondary schools. The chapters are written by experienced teacher educators and bridge both theory and practice. The writers focus on the continuities, whilst setting them in the context of the changing curriculum. The book is divided into four parts. Part One examines the historical context of geography teaching. Part Two looks at issues of course planning, design, syllabuses and programmes of study. Underlying this section is the assumption that geography should not be considered in isolation from other subjects, but rather as part of a whole curriculum. Part Three concentrates on teaching and learning, and includes chapters on the use of maps, field work, IT and first hand experience within a community. The final section covers the issues associated with assessment, across the whole school age range.

Curriculum Planning

Time in Maps

Can Digital ID be Harnessed for Development?

Survey of an Infinite Field

The Wolfensohn Center at Brookings

The Battle of the Fields

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content

and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease" takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog." Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings." Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations." Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

Language in Social Life is a major series which highlights the importance of language to an

understanding of issues of social and professional concern. It will be of practical relevance to all those wanting to understand how the ways we communicate both influence and are influenced by the structures and forces of contemporary social institutions. In all modern societies individuals are subject to tests, whether to enter educational programs, to pass from one level to the next or to grant certificates to practice. Yet, tests are powerful tools which are often introduced in undemocratic and unethical ways as disciplinary tools for carrying out various policy agendas. Tests can be detrimental to people's lives as they are capable of affecting and defining the knowledge and behaviour of those who are being tested. The Power of Tests applies a critical perspective of language tests by examining their uses and consequences in education and society and by viewing tests not as isolated events but rather as embedded in social, educational and political contexts. The book is divided into four parts: the first part establishes the power of tests through echoing the voices of test takers, describing the features of the power of tests, and the temptations that tests offer to bureaucrats who use them for power and control. The second part reports on studies that provide empirical evidence about intentions and effects of a number of large scale language tests. The third part interprets the results by examining their consequences on education and society, arriving at a model of tests' use. The final section of the book offers strategies for controlling and minimising the misuses of tests by introducing the notion of Critical Language Testing which calls for the examination of the consequences and misuses of tests, monitoring of power and pointing to their unethical uses. It also provides a comprehensive discussion of the responsibilities of language testers, including a new Code of Ethics, as well as strategies for guarding and protecting the rights of test takers.

Understanding what and how students learn has emerged as a salient issue in Latin America, a region where the majority of children now have access to schools but few students learn the skills they need to succeed. 'Raising Student Learning in Latin America' examines recent advances in our understanding of the policies and programs that affect student learning and provides policy makers with effective options. This volume relies on indicators from national and international assessments of subject matter knowledge plus intermediate learning indicators, such as dropout and completion rates. The first part focuses on the central role of student learning in education. The second part reviews the evidence on factors and policies that affect student learning. The final part addresses policy options on education quality assurance.

This book explores the evolution and current state of the scholarly field of comparative and international education over 200 years of development. Experts in the field explore comparative and international education in each of the major world regions.

From the Age of Discovery to Our Digital Era

Best Ideas from the World's Teachers for Improving Education in the Classroom

Connecting Lives and Learning

A Critical Perspective on the Uses of Language Tests

What Is Curriculum Theory?

The Challenge for the 21st Century

Expo '77

Attitudes - cognitive representations of our evaluation of ourselves, other people, things, actions, events, ideas - and attitude change have been a central concern in social psychology since the discipline began. People can - and do - have attitudes on an infinite range of things but what are attitudes, how do we form them and how can they be modified? This book provides the student with a comprehensive and accessible introduction to the basic issues in the psychological study of attitudes. Drawing on research from Europe and the USA it presents up-to-date coverage of the key issues that will be encountered in this area, including attitude formation and change, functions of attitudes, attitude measurement, attitudes as temporary constructs, persuasion processes and prediction of behaviour from attitudes.

"This book comprises a wide range of scholarly essays introducing readers to key topics and issues in science education. Science education has become a well established field in its own right, with a vast literature, and many active areas of scholarship. Science Education: An International Course Companion offers an entry point for students seeking a sound but introductory understanding of the key perspectives and areas of thinking in science education. Each account is self-contained and offers a scholarly and research-informed introduction to a particular topic, theme, or perspective, with both citations to key literature and recommendations for more advanced reading. Science Education: An International Course Companion allows readers (such as those preparing for school science teaching, or seeking more advanced specialist qualifications) to obtain a broad familiarity with key issues across the field as well as guiding wider reading about particular topics of interest. The book therefore acts as a reader to support learning across courses in science education internationally. The broad coverage of topics is such that that the book will support students following a diverse range of courses and qualifications. The comprehensive nature of the book will allow course leaders and departments to nominate the book as the key reader to support students – their core 'course companion' in science education."

This primer for teachers (prospective and practicing) asks readers to question the historical present and their relation to it, and in so doing, to construct their own understandings of what it means to teach, to study, to become "educated" in the present moment. Curriculum theory is the scholarly effort – inspired by theory in the humanities, arts and interpretive social sciences – to understand the curriculum, defined here as "complicated conversation." Rather than the formulation of objectives to be evaluated by (especially standardized) tests, curriculum is communication informed by academic knowledge, and it is characterized by educational experience. Pinar recasts school reform as school deform in which educational institutions devolve into cram schools preparing for standardized exams, and traces the history of this catastrophe starting in 1950s. Changes in the Second Edition: Introduces Pinar's formulation of allegories-of-the-present — a concept in which subjectivity, history, and society become articulated through the teacher's participation in the complicated conversation that is the curriculum;

features a new chapter on Weimar Germany (as an allegory of the present); includes new chapters on the future, and on the promises and risks of technology. Pietra Rivoli is an economics professor at Georgetown University, where the question "Who made your T-shirt?" set her on a quest. On her journey she found that globalization is just as much about history and politics as it is about economics.

The History of Education in Ghana

Comparative and International Education

A Novel

The impact of disasters and crises on agriculture and food security: 2021

Learning to Teach Geography in the Secondary School

Reforming Africa's Institutions

Attitudes and Attitude Change

Maps organize us in space, but they also organize us in time. Looking around the world for the last five hundred years, *Time in Maps* shows that today's digital maps are only the latest effort to insert a sense of time into the spatial medium of maps. Historians Kären Wigen and Caroline Winterer have assembled leading scholars to consider how maps from all over the world have depicted time in ingenious and provocative ways. Focusing on maps created in Spanish America, Europe, the United States, and Asia, these essays take us from the Aztecs documenting the founding of Tenochtitlan, to early modern Japanese reconstructing nostalgic landscapes before Western encroachments, to nineteenth-century Americans grappling with the new concept of deep time. The book also features a defense of traditional paper maps by digital mapmaker William Rankin. With more than one hundred color maps and illustrations, *Time in Maps* will draw the attention of anyone interested in cartographic history. Published in the year 1971, *The History of Education in Ghana* is a valuable contribution to the field of History.

On top of a decade of exacerbated disaster loss, exceptional global heat, retreating ice and rising sea levels, humanity and our food security face a range of new and unprecedented hazards, such as megafires, extreme weather events, desert locust swarms of magnitudes previously unseen, and the COVID-19 pandemic. Agriculture underpins the livelihoods of over 2.5 billion people - most of them in low-income developing countries - and remains a key driver of development. At no other point in history has agriculture been faced with such an array of familiar and unfamiliar risks, interacting in a hyperconnected world and a precipitously changing landscape. And agriculture continues to absorb a disproportionate share of the damage and loss wrought by disasters. Their growing frequency and

intensity, along with the systemic nature of risk, are upending people's lives, devastating livelihoods, and jeopardizing our entire food system. This report makes a powerful case for investing in resilience and disaster risk reduction - especially data gathering and analysis for evidence informed action - to ensure agriculture's crucial role in achieving the future we want.

"One of the most vital and original novelists of her generation." —Larissa MacFarquhar, The New Yorker
From the bestselling author of Americanah and We Should All Be Feminists Fifteen-year-old Kambili and her older brother Jaja lead a privileged life in Enugu, Nigeria. They live in a beautiful house, with a caring family, and attend an exclusive missionary school. They're completely shielded from the troubles of the world. Yet, as Kambili reveals in her tender-voiced account, things are less perfect than they appear. Although her Papa is generous and well respected, he is fanatically religious and tyrannical at home—a home that is silent and suffocating. As the country begins to fall apart under a military coup, Kambili and Jaja are sent to their aunt, a university professor outside the city, where they discover a life beyond the confines of their father's authority. Books cram the shelves, curry and nutmeg permeate the air, and their cousins' laughter rings throughout the house. When they return home, tensions within the family escalate, and Kambili must find the strength to keep her loved ones together. Purple Hibiscus is an exquisite novel about the emotional turmoil of adolescence, the powerful bonds of family, and the bright promise of freedom.

Boko Haram: Islamism, Politics, Security, and the State in Nigeria

International Organization Participation Country Directory of Secretariats and Membership (Geographic Volume)

Assessment in Geographical Education

Purple Hibiscus

The Power of Tests

Attacks on Education in Northeast Nigeria

Raising the Impact of Education Research in Africa

This is an African retelling of Euripides: an unnervingly topical story of a people and a beloved city destroyed by the brutality of war. The play was first performed in Lagos in 2003 under the distinguished director Chuck Mike, and subsequently toured the UK.

CONNECTING LIVES AND LEARNING is a project dedicated to connecting learning to student lives, connecting teachers with the latest middle years research, and better connecting primary and secondary schools to keep students at school longer. Based in Adelaide's lower socio-economic northern urban fringe, the

project helps teachers use students' everyday experience and expertise to develop new ways of teaching and learning that involve students in intellectually challenging tasks. This book tells the stories of real teachers, in real classrooms, making real attempts for change, and not always succeeding. It is a book about teachers making a difference in difficult times and tough places. But most importantly, this book reaffirms that being an educator is inherently about adopting socially just practices, building community capacity and contributing to a more socially sustainable world.

Assessment in Geographical Education Springer Nature

This Revised edition of A New Geography of Ghana is written specially for the WAEC O' Level syllabus and provides full coverage of Section A of Paper 2.

A Contemporary Approach

Ownership, Incentives, and Capabilities

Dictionary of the British English Spelling System

Why Nations Fail

Raising Student Learning in Latin America

Daily Language Review Grade 5

Women of Owu

The eighth edition of Curriculum Planning is a selection of readings that presents the knowledge, skills, and alternative strategies needed by curriculum planners and teachers at all levels of education, from early childhood through adulthood. The book offers a variety of learning experiences for students with wide-ranging interests, learning styles, and backgrounds. Part I, "Bases for Curriculum Planning," emphasizes the development of knowledge and skills in the three bases of the curriculum - social forces, human development, and learning and learning styles. Part II, "Developing and Implementing the Curriculum," includes two new chapters: Chapter 5, "Developing the Curriculum," examines curriculum designs that can be used to develop (i.e., write) curricula. And, Chapter 6, "Curriculum and Instruction," focuses on the interrelationships between curriculum and instruction. Part III, "The Curriculum in Action," emphasizes the application of curriculum planning skills for educational programs for children; early, middle, and late adolescents; and adult learners. At each level, current trends, innovations, and issues are examined from both theoretical and practical viewpoints. The eighth edition includes 43 new articles, nine of which were written for this book, and two new chapters: Ch. 5 "Developing the Curriculum" and Ch. 6 "Curriculum and Instruction."

U.S. Army Special Operations In World War II [Illustrated Edition]

Teaching and Learning Geography