

Choice And Opportunity Learning Well Being And The Quality Of Life For Older People

If free market advocates had total control over education policy, would the shared public system of education collapse? Would school choice revitalize schooling with its innovative force? With proliferating charters and voucher schemes, would the United States finally make a dramatic break with its past and expand parental choice? Those are not only the wrong questions--they're the wrong premises, argue philosopher Sigal R. Ben-Porath and historian Michael C. Johanek in *Making Up Our Mind*. Market-driven school choices aren't new. They predate the republic, and for generations parents have chosen to educate their children through an evolving mix of publicly supported, private, charitable, and entrepreneurial enterprises. The question is not whether to have school choice. It is how we will regulate who has which choices in our mixed market for schooling--and what we, as a nation, hope to accomplish with that mix of choices. Looking beyond the simplistic divide between those who oppose government intervention and those who support public education, the authors make the case for a structured landscape of choice in schooling, one that protects the interests of children and of society, while also identifying key shared values on which a broadly acceptable policy could rest.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Winner of the 2018 AATE Distinguished Book Award! In this book, the authors share stories of creative, community based collaborations to illustrate how educators can use the arts to expand creative thinking and promote social justice beyond the classroom. Using their work in theatre classrooms as a central point, examples of innovative, inclusive programs designed to inspire learning for people of diverse abilities are presented. Through this examination, Kramer and Fask reveal the excitement, challenges, and unexpected surprises that come along with implementing a creative approach to learning.

Choice and Opportunity Learning, Well-Being and Quality of Life for Older People National Inst of Adult Continuing

Learning by Choice in Secondary Physical Education

What School Choice Is Really About

Learning to Improve

Education Beyond High School

Emerging Research and Opportunities

Careers, Programs, and Options Available for Everyone

Inclusive Education

Analysing contemporary childhood by examining new lines of argument about diversity, disability and difference. >

In this important collection, eminent education scholars and practitioners remind us that our nation's system of free universal public education is under attack, putting our very democracy in jeopardy. Over and above preparing students for employability, American schools must prepare our youth to be informed citizens and active, constructive participants in the democratic process. These essayists, criticizing as well as lauding our educational system, believe that such a goal is best accomplished through a high-quality, public, free system of schooling designed to serve all our nations' children without regard to race, religion, gender, LGBTQ+ identity, (dis)ability, social class, citizenship status, or language. In the 100th anniversary year of Horace Mann, these thought leaders in education take stock of enduring principles, current dilemmas, and important forward directions. With privateers growing in numbers and seeking to take advantage of systemic breakdowns, this book will serve as a rousing defense of our public schools for our nation's educators, parents, school board members, and politicians. Book Features: Reminds all Americans of the essential roles that schools serve in contemporary society, beyond simply learning the prescribed school curriculum. Presents a counterpoint to those who promote private or charter schooling at the expense of genuine public schools. Paints a complex and multi-faceted portrait of our public education system and provides a set of diverse and provocative remedies for many pressing contemporary problems of public schooling. Contributors: Michael W. Apple, William Ayers, David C. Berliner, Martin Brooks, Jacqueline Grennon Brooks, Carol Corbett Burris, Prudence Carter, Edward B. Fiske, Peter Greene, James Harvey, Julian Vazquez Heilig, Jack Jennings, David F. Labaree, Helen F. Ladd, Gloria Ladson-Billings, Carol D. Lee, Martin Lipton, William J. Mathis, Deborah Meier, H. Richard Milner IV, Sonia Nieto, Jeannie Oakes, Jeanne M. Powers, D. C. Phillips, Diane Ravitch, Mike Rose, Peter Smagorinsky, Joshua P. Starr, Mark Weber, Kevin Welner, Ken Zeichner

This book investigates how people encounter, experience and shape their careers. Both the concept and the reality of a career is changing as organisations respond to globalisation and market forces. This impact is reflected in the internal labour market and

hence career journeys of individuals. How people think about their career and career choices is more diverse than ever before due not only to environmental transformations but also to variations in the workforce, consisting now of five generations. With each new generation, there is little argument that contemplating career choices, seeking and promoting work opportunities as well as hiring relationships are now markedly different and less certain than previously. People have now and increasingly a greater choice over when, where, how to work and for how long. This book will provide learning for those people early in their careers as well as those in mid to later career, looking to develop or enrich their careers in some way. Understanding how work functions in people's lives; the personal and family costs incurred in maintaining and exiting a career, and how and why remaining or leaving a career is successful or not, is highly relevant. The need for career support, derived from personal, professional and organisational connections plays an important role in career choice, career transition, and career opportunities. Creativity and other 21st century skills, the vital dimensions of career development, is also discussed in this book.

This methodologically oriented collection brings together higher education diary research studies from international contexts to showcase the versatility of the method and its adaptability to higher education research. While keeping a diary is a familiar personal practice, diary method is a neglected form of research in higher education studies as well as the social sciences more broadly. This book showcases the range of options within diary method, as well as the benefits and challenges that this fascinating but mysterious method may bring to students and academic researchers alike. The benefits and the risks and challenges of diary research are discussed across the empirical studies included in the volume. Using a variety of solicited diary techniques, including audio, written and photo diaries, and focusing on different aspects of higher education including undergraduate and postgraduate students and academics, these studies include salient topics such as: LGBTQ identities, faith, caring responsibilities, international students, socioeconomically disadvantaged students and employability. This important contribution to methodological innovation in the higher education research field promotes diary method as a viable option in social sciences and beyond. Whether new to the method or a seasoned diary researcher, this book is ideal reading for anyone who would like to learn the fundamentals of diary research and explore its feasibility in empirical contexts.

SCHOOL TO WORK OPPORTUNITIES, LEARNING WELL AT WORK, CHOICES FOR QUALITY.

Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-eighth Congress, First Session, on H.R. 2397 ... Hearing Held in Washington, D.C., on April 6, 1983

Students in Transition

Choice, Pathways and Transitions Post-16

Taking Physical Activity and Physical Education to School

Educating the Student Body

For Adults with Profound and Complex Learning Difficulties

This review of research in school choice adapts Sen's theory of Capability developing a more complex theoretical framework for understanding education markets. This gives those most affected by the perceived failure of public education a better explication of the tension between the rhetoric of public good and the reality of everyday disadvantage.

Free-Choice Learning and the Environment explores the theoretical, practical, and policy aspects of free-choice environmental education for learners of all ages.

Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. Educating the Student Body makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

Multiple-choice questions (MCQs) are a ubiquitous tool used in college classrooms, yet most instructors admit that they are not prepared to maximize the question's benefits. Learning and Assessing with Multiple-Choice Questions in College Classrooms is a comprehensive resource designed to enable instructors and their students to enhance student learning through the use of MCQs. Including chapters on writing questions, assessment, leveraging technology, and much more, this book will help instructors increase the benefits of a question type that is incredibly useful as both a learning and assessment tool in an education system seeking ways to improve student outcomes. .

Hearing on the Equal Educational Opportunity Act of 1983

Exploring Diary Methods in Higher Education Research

Opportunity and Capability in Education

Choice and Opportunity

Learning, Well-Being and Quality of Life for Older People

Creating a Goal-directed Program

The Demands of Liberal Education

Parents in many other countries have more freedom of choice in education than Americans do. In Chile, Sweden, and the Netherlands, they can choose private schools without financial penalty. As we expand school choice in the United States, reformers and policymakers should look beyond our borders and learn from the examples of other countries. Critics in America claim that school choice would benefit a minority of students at the expense of the majority or that choice in education would drain funding from public schools and segregate students into racial or economic groups. Are these claims based on fact or fear? In this collection, scholars from Europe, South America, New Zealand, Australia, Canada, and the United States examine other countries' experiences with school choice and draw out critical lessons for America. What school choice policies are most effective? How well do private schools serve the poor? What policies are necessary to promote the widest selection of educational opportunities for the largest number of children? Also, what controls and regulations are most harmful to the development of a competitive education industry? Has school choice in other countries led to a free education market, or has it, at least in some cases, led instead to increased regulations, regimentation, and uniformity among private and public schools? The wealth of information and insights contained in this volume will aid policymakers and reformers as they search for the best ways to improve American education.

What should the aims of education be in a liberal society and who should exercise control over education? How can children be taught to become good citizens of a pluralistic state? The Demands of Liberal Education seeks to answer these questions by drawing upon political theory, philosophy of education, and empirical research to develop a liberal theory of children's education that is provocative and new. The book argues that contrary to the assumptions of many philosophers, educators, parents and politicians, the liberal state is obligated as a matter of justice to help all children develop the capacity for autonomy. Levinson argues that liberal governments should exercise much greater control over schools than they now do.

Kaplan Test Prep is the Official Partner for Live, Online Prep for the ACT. For more information visit kaptest.com/onlinepreplive Kaplan's essential, comprehensive ACT guide provides proven test-taking strategies, realistic practice questions and tests, detailed answer explanations, and video tutorials so you can score higher on test day. More than 1.9 million high school students take the ACT. Despite the popularity of the ACT, only one in four students met or surpassed college readiness benchmarks in all four ACT subjects (Math, Reading, English, and Science). With college becoming more competitive, it is more important than ever for you to get the preparation you need to score high on the ACT. ACT 2016-2017 Strategies, Practice, and Review covers all material tested and provides you with exactly what you need to know to score higher on this crucial exam. This powerful study guide includes: * 6 full-length practice tests with detailed answer explanations: 3 in the book, 3 online * Scoring and analysis for 1 Official ACT Test * 12 video tutorials from top Kaplan instructors * Tips and strategies for scoring higher from expert Kaplan ACT instructors and students who got a perfect score on the exam This new edition features a customized study schedule based on the results of your individual diagnostic test results, so it is geared specifically for you.

As a field, education has largely failed to learn from experience. Time after time, promising education reforms fall short of their goals and are abandoned as other promising ideas take their place. In Learning to Improve, the authors argue for a new approach. Rather than "implementing fast and learning slow," they believe educators should adopt a more rigorous approach to improvement that allows the field to "learn fast to implement well." Using ideas borrowed from improvement science, the authors show how a process of disciplined inquiry can be combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Organized around six core principles, the book shows how "networked improvement communities" can bring together researchers and practitioners to accelerate learning in key areas of education. Examples include efforts to address the high rates of failure among students in community college remedial math courses and strategies for improving feedback to novice teachers. Learning to Improve offers a new paradigm for research and development in education that promises to be a powerful driver of improvement for the nation's schools and colleges.

What America Can Learn from School Choice in Other Countries

Free-choice Learning and the Environment

School Choice and Social Justice

Defending a Cornerstone of American Democracy

The Current Status of Schools of Choice in Public Secondary Education

Parents, Their Children, And Schools

Personalized Professional Learning for Educators: Emerging Research and Opportunities

This internationally appealing book is based on a two-year case study of a group of young people as they move through their final year of mandatory schooling and into their first year of post-16 experience. It looks at their choices, the market behaviour of local education and training providers and those who help and advise these choices. The authors show that recent and current political policies for post-16 education disadvantage, marginalise and exclude young people rather than improve their life chances. The book draws together the major issues and attempts to suggest alternative ways forward for a more inclusive post-16 education and training system.

Whether we're buying a pair of jeans, ordering a cup of coffee, selecting a long-distance carrier, applying to college, choosing a doctor, or setting up a 401(k), everyday decisions—both big and small—have become increasingly complex due to the overwhelming abundance of choice with which we are presented. As Americans, we assume that more choice means better options and greater satisfaction. But beware of excessive choice: choice overload can make you question the decisions you make before you even make them, it can set you up for unrealistically high expectations, and it can make you blame yourself for any and all failures. In the long run, this can lead to decision-making paralysis, anxiety, and perpetual stress. And, in a culture that tells us that

there is no excuse for falling short of perfection when your options are limitless, too much choice can lead to clinical depression. In *The Paradox of Choice*, Barry Schwartz explains at what point choice—the hallmark of individual freedom and self-determination that we so cherish—becomes detrimental to our psychological and emotional well-being. In accessible, engaging, and anecdotal prose, Schwartz shows how the dramatic explosion in choice—from the mundane to the profound challenges of balancing career, family, and individual needs—has paradoxically become a problem instead of a solution. Schwartz also shows how our obsession with choice encourages us to seek that which makes us feel worse. By synthesizing current research in the social sciences, Schwartz makes the counter intuitive case that eliminating choices can greatly reduce the stress, anxiety, and busyness of our lives. He offers eleven practical steps on how to limit choices to a manageable number, have the discipline to focus on those that are important and ignore the rest, and ultimately derive greater satisfaction from the choices you have to make.

This volume will introduce the readers to an alternative nexus of education, equity and economy, pointing to economies and educations that promote a less stratified and exploitive world, and as the chapter authors demonstrate, this view has a wide range of applications, from technology, mathematics, to environmental catastrophes and indigenous cultures. This first volume in the new book series not only introduces the series itself, but also several authors whose chapters that appear here presage the in-depth analysis that will be offered by their volumes in the series. Education is invoked repeatedly in the 'class warfare' that pits the population against the elites as the investment that makes the difference, in terms of both policy and individual commitment, in the economy. The economy in this scenario is competitive, accumulative, exploitive and stratifying, implying education should mirror this and prepare people to fit this economy. However, education has other historic goals of developing common cultures, national identities, and civic engagement that belie this form of economic determinism. This volume and the series will explore this new nexus of economy and education with equity.

Advances and major investments in the field of neuroscience can enhance traditional behavioral science approaches to training, learning, and other applications of value to the Army. Neural-behavioral indicators offer new ways to evaluate how well an individual trainee has assimilated mission critical knowledge and skills, and can also be used to provide feedback on the readiness of soldiers for combat. Current methods for matching individual capabilities with the requirements for performing high-value Army assignments do not include neuropsychological, psychophysiological, neurochemical or neurogenetic components; simple neuropsychological testing could greatly improve training success rates for these assignments. *Opportunities in Neuroscience for Future Army Applications* makes 17 recommendations that focus on utilizing current scientific research and development initiatives to improve performance and efficiency, collaborating with pharmaceutical companies to employ neuropharmaceuticals for general sustainment or enhancement of soldier performance, and improving cognitive and behavioral performance using interdisciplinary approaches and technological investments. An essential guide for the Army, this book will also be of interest to other branches of military, national security and intelligence agencies, academic and commercial researchers, pharmaceutical companies, and others interested in applying the rapid advances in neuroscience to the performance of individual and group tasks.

Opportunities, Choices and Challenges

Policy, Contexts and Comparative Perspectives

Learning Well at Work

ACT 2016-2017 Strategies, Practice, and Review with 6 Practice Tests

Resources in Education

Public Education

School choice, the leading educational reform proposal in the English-speaking world today, evokes extreme responses—its defenders present it as the saviour; its opponents as the death knell of a fair educational system. Disagreement and vagueness about what constitutes social justice in education muddies the debate. The author provides a new theory of justice for education, arguing that justice requires that all children have a real opportunity to become autonomous persons, and that the state use a criterion of educational equality for deploying educational resources. Through systematic presentation of empirical evidence, the author argues that existing schemes do not fare well against the criterion of social justice, yet this need not impugn school choice. Brighthouse offers a school choice proposal that could implement social justice and explains why other essential educational reforms can be compatible with choice.

This book provides an answer to one of the key questions of our time: namely, what constitutes a good education. Presenting a 'four-dimensional' model, it directly considers the essential elements a good education should include. Through forging this framework and outlaying its origins, implications and practice, the book explains how a good contemporary education can be defined and implemented. From the premise that such educational essentials are neither the preserve of the elite nor a minimum standard, White's exploration keeps the child at the heart of the discussion, focusing on every pupil's worth, identity, interactions and development. The author offers a detailed and rigorous perspective reflecting on extensive professional experience, starting with a consideration of the current educational climate and progressing through the book's three parts: looking for a good education creating a model of good education applications, implications and implementation of the model. A Good Education recognises the transformative power of education and reflects on the importance of human factors: teachers' provision for their pupils and students' ability to flourish. This book is addressed to those actively engaged in or concerned about educational provision: graduates entering teaching, school leaders, policy-makers and parents. It also speaks more broadly to all those who know that a good education really matters.

Written specifically for teachers, this book offers a wealth of research-based principles for motivating students to learn. Its focus on motivational principles rather than motivation theorists or theories leads naturally into discussion of specific classroom strategies. Throughout the book these principles and strategies are tied to the realities of contemporary schools (e.g., curriculum goals) and classrooms (e.g., student differences, classroom dynamics). The author employs an eclectic approach to motivation that shows how to effectively integrate the use of extrinsic and intrinsic strategies. Guidelines are provided for adapting motivational principles to group and individual differences and for doing "repair work" with students who have become discouraged or disaffected learners.

We are capable of more than we think, we just need the right know-how from the right sources to grow. We've all heard success stories from individuals who have found financial freedom and happiness. But what those stories tend to gloss over is the HOW. The little details on what it took to reach that happiness. All these people had grit and determination sure, but what really allowed them to apply that tenacity was the education and help they received along the way. Education and help, it turns out, that is available to all of us. We all face stress and challenges, especially as we graduate, but life is also full of so many opportunities. All too often though students around the world are completely

unaware of these opportunities and fail to take advantage of them, missing out on what could have been a fulfilling and fun jump start to their future careers. It's not that these opportunities are hidden or exclusive, just that many have never heard of them, or heard of them but felt that they were for 'other people' due to some misconception. Education Beyond High School will clear up any misunderstandings by showing a host of courses and programs that many others have taken to achieve their own dreams. From College to Military Careers, MOOC's to Mentoring, this book looks at the multiple choices and options available to everyone and presents quotes and inspirational words from real people who have taken these options and made their dreams come true. This book looks at the pros as well as cons, costs, and time commitment that are associated with each opportunity to allow reader to make an informed decision about their educational future. Great not only for those graduating high school, but for anyone looking to change careers, start your own business, or just improve your mind, Education Beyond High School shows us that education is not out of reach for anyone, regardless of financial background or age. Whether you are 18 or 80, rich or poor, it is never too early or too late to start seeking help to begin building your own future. Learning never ends, so make sure you find the right teachers along your way to ensure you have the best chances to make the most out of this life.

Critical Perspectives on Rights, Difference and Knowledge in a Transient World

New Youth, New Economies in the Global City

Why More Is Less, Revised Edition

Learning and Assessing with Multiple-Choice Questions in College Classrooms

"What's next for school choice?"

SAGE Publications

Making Up Our Mind

Filled with classic and current research about all aspects of educating young children with special needs, THE EXCEPTIONAL CHILD: INCLUSION IN EARLY CHILDHOOD EDUCATION, 8th Edition, discusses key approaches and tools needed to provide an optimal setting for young exceptional children with special needs and their families. Many checklists and forms are included for use within the classroom to aid teachers and caregivers in developing a developmentally appropriate environment. The book's friendly and easy-to-use format is useful whether you are an educator or parent/caregiver. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The Sage Handbook of Research on Classroom Assessment provides scholars, professors, graduate students, and other researchers and policy makers in the organizations, agencies, testing companies, and school districts with a comprehensive source of research on all aspects of K-12 classroom assessment. The handbook emphasizes theory, conceptual frameworks, and all varieties of research (quantitative, qualitative, mixed methods) to provide an in-depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area. It presents classroom assessment research to convey, in depth, the state of knowledge and understanding that is represented by the research, with particular emphasis on how classroom assessment practices affect student achievement and teacher behavior. Editor James H. McMillan and five Associate Editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research, making significant contributions to this prominent and hotly debated topic in education.

This book examines the resources available to parents and the actions parents can take to further their children's education. It is the first study of the subject based on major survey data, drawing from the National Education Longitudinal Study of 1988a national survey of 26,000 eighth graders, their parents, teachers, and school administrators. The authors explore several important debates, including the extent to which parental involvement can mitigate the constraints of poverty for minorities and disadvantaged students, school choice and equality of educational opportunity, and the effects that school-sponsored activities involving parents have on educational performance. }Parental involvement with children at home, in school, and in the community is one of the most important factors in educational success. Yet we know very little about the most effective approaches to parental intervention. Moreover, not all parents have the same resources or opportunities to act on the educational expectations they have for their children. This book examines the resources available to parents and the actions parents can take to further their children's education. It is the first study of the subject based on major survey data, drawing from the National Education Longitudinal Study of 1988a national survey of 26,000 eighth graders, their parents, teachers, and school administrators. The authors explore several important debates, including the extent to which parental involvement can mitigate the constraints of poverty for minorities and disadvantaged students, school choice and equality of educational opportunity, and the effects that school-sponsored activities involving parents have on educational performance. Certain to change the thinking of educators and policymakers, this book is essential reading for scholars and parents as well. }

This book offers carers, practitioners and managers a tried and tested structure for enabling adults with a range of complex needs to develop their individual skills and experience. It also provides a flexible framework which is suitable for specialist colleges and training centers for people with learning difficulties.

The Paradox of Choice

*How America's Schools Can Get Better at Getting Better
Education, Equity, Economy: Crafting a New Intersection
Choices for Quality*

School Choice and Student Well-Being

A Good Education

Encountering, Experiencing and Shaping Careers

Presents a step-by-step program designed to help physical education teachers create a curriculum that allows students to select their activities, organize themselves, plan personal objectives, follow through, and stay on course with little direction.

Although academic freedom in teaching and learning methods is crucial to a nation's growth, the concept comes with numerous misnomers and is subjected to much academic debate and doubt. This volume maps out how truth and intellectual integrity remain the fundamental principle on which the foundation of a university should be laid.

First published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

Advances in students' educational experiences are regularly studied, documented, and improved upon. However, to provide the best foundation for students, professional educators must also continue their own education in order to perfect their teaching abilities.

Personalized Professional Learning for Educators: Emerging Research and Opportunities is an advanced scholarly reference source that discusses the most effective methods and techniques that can provide educators with a strong path for continuing their education. Featuring insights on relevant topics such as digital learning, educational coaching, personalized learning, and pedagogical practices, this publication is an ideal resource for professional educators, students, and researchers interested in upcoming trends in teacher education.

How People Learn II

hearing before the Committee on Education and the Workforce, House of Representatives, One Hundred Seventh Congress, second session, hearing held in Washington, DC, July 23, 2002

Thinking About Careers in the 21st Century

Learners, Contexts, and Cultures

The Right to Childhoods

Creative Collaborations through Inclusive Theatre and Community Based Learning

The Exceptional Child: Inclusion in Early Childhood Education

Learning can make a great difference to the quality of life for older people, both in the "third age" of healthy active life, and in "fourth age" of greater dependency . At a time when Government is keen to find ways of delivering "more for less" it can also lead to major savings in public expenditure on health and care services. A very wide range of agencies are involved, including Local Authorities and Primary Care Trusts, and a host of public, private and third sector organisations, but these are rarely coordinated in any way. As a result, the range and nature of learning opportunities available in any area is the product, not of any coherent analysis of what older people would like, or might need, but of historical accident. Some needs are not met, and some opportunities are delivered in ways which make them inaccessible to those who might benefit. Whether the organisation has "education" as its main purpose, or seeks to provide some other service which involves learning by clients, users or staff, this NIACE guide aims to help all providers of learning to review what is available, and to identify gaps and opportunities for collaboration and development. It will particularly important for Local Authorities, as they develop their policies on age, and take on new responsibilities as Lead Accountable Bodies for informal adult learning.

A New Model of Learning to Enrich Every Child

Teaching and Learning Practices for Academic Freedom

Resources in Vocational Education

Opportunities in Neuroscience for Future Army Applications

Online + Book

Motivating Students to Learn

SAGE Handbook of Research on Classroom Assessment