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This book is essential for academics that enter the field of higher education and training, as it focuses on preparing teachers and trainers to respond appropriately to student success challenges. Student success is a burning issue, both globally and locally. While student achievement is determined by a combination of factors, teachers and their teaching practices do matter. Higher education teachers are expected to fulfil different roles at different times, such as planning for curriculum implementation, mentorship and coaching, facilitating learning, resource development, and student assessment. Against this background the primary purpose of

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Empowering novice academics for student success: Wearing different hats is building the capacity of novice teachers and trainers to play an influential role in increasing student success throughput.

Education in the Global South faces several key interrelated challenges, for which Open Educational Resources (OER) are seen to be part of the solution. These challenges include: unequal access to education; variable quality of educational resources, teaching, and student performance; and increasing cost and concern about the sustainability of education. The Research on Open Educational Resources for Development (ROER4D) project seeks to build on and contribute to the body of research on how OER can help to improve access, enhance quality and reduce the cost of education in the Global South. This volume examines aspects of educator and

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student adoption of OER and engagement in Open Educational Practices (OEP) in secondary and tertiary education as well as teacher professional development in 21 countries in South America, Sub-Saharan Africa and South and Southeast Asia. The ROER4D studies and syntheses presented here aim to help inform Open Education advocacy, policy, practice and research in developing countries.

The new South African edition of Tubbs and Moss offers examples, applications and cases tailored to the local market whilst retaining the successful focus on the principles and contexts of communication studies. The authors link theory and research with fundamental concepts and create plentiful opportunities for students to apply their understanding and develop useful communication

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skills. The new edition is fully updated with the most up to date research and examples, with a strong focus on cultural diversity, technology and local applications.

Community colleges in America have evolved a great deal from the establishment of the first community college in Chicago 117 years ago. The idea of American community colleges serves as a catalyst for connective solutions between industry, college, and the community on a global level. *Global Adaptations of Community College Infrastructure* provides emerging research on various contextual adaptations of the idea of the American community college as a connective solution to engaging community and industry. This research will help any nation or state forge policies on adapting the concept toward democratization of economic

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opportunities for all individuals as opposed to the current elitist system of higher education. Featuring coverage on a broad range of topics such as diploma pathway programs and the development of education institutions in various countries, this book is ideally designed for academicians, economic and educational policymakers, higher education professionals, and individuals engaged in expansion and democratization of post-secondary education worldwide.

Educators know it's important to get students to engage in "higher-

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order thinking." But what does higher-order thinking actually look like? And how can K-12 classroom teachers assess it across the disciplines? Author, consultant, and former classroom teacher Susan M. Brookhart answers these questions and more in this straightforward, practical guide to assessment that can help teachers determine if students are actually displaying the kind of complex thinking that current content standards emphasize. Brookhart begins by laying out principles for assessment in general and for assessment of higher-order thinking in particular. She then defines and describes aspects of higher-order thinking according to the categories established in leading taxonomies, giving specific guidance on how to assess students in the following areas: *

- * Analysis, evaluation, and creation
- * Logic and reasoning
- * Judgment
- * Problem solving
- * Creativity and creative thinking

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Examples drawn from the National Assessment of Educational Progress and from actual classroom teachers include multiple-choice items, constructed-response (essay) items, and performance assessment tasks. Readers will learn how to use formative assessment to improve student work and then use summative assessment for grading or scoring. Aimed at elementary, middle, and high school teachers in all subject areas, *How to Assess Higher-Order Thinking Skills in Your Classroom* provides essential background, sound advice, and thoughtful insight into an area of increasing importance for the success of students in the classroom--and in life.

The aim of this book is to help students write mathematics better. Throughout it are large exercise sets well-integrated with the text

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and varying appropriately from easy to hard. Basic issues are treated, and attention is given to small issues like not placing a mathematical symbol directly after a punctuation mark. And it provides many examples of what students should think and what they should write and how these two are often not the same.

Victimology, Seventh Edition, introduces students to the criminal justice system in the United States and its impact on crime victims. Authors William Doerner and Steven Lab provide a fresh look at the theoretical basis of victimology and then present the key facets of crime and its effects. They examine financial and social costs both to the individual and to the larger community. This new edition uses the theoretical foundation of victimology to establish a clear conceptual framework and reduce repetition. Emerging trends in the

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field receive greater emphasis in this edition, including non-adversarial resolutions that offer remediation for crime victims. Crimes like intimate-partner violence and victimization in work or school environments continue to take a toll, and the authors examine efforts to prevent these crimes as well as responses after an incident occurs. Doerner and Lab challenge students to rethink the current response to crime victims, and to develop improved approaches to this costly social issue. Online supplements are available for both professors and students. A new chapter on explaining victimization provides context and a backdrop for examining emerging trends A new chapter on hate crimes delves into the complexities faced by victims as they negotiate the reporting process The text is supplemented by learning tools including chapter-by-chapter learning objectives, key terms,

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illustrative figures and tables, and call-outs to related Internet sites

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