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The aims of this book are: • to contribute to professional development of those directly involved in science education (science teachers, elementary and secondary science teacher advisors, researchers in science education, etc), • to contribute to the improvement of the quality of science education at all levels of education with the exploitation of elements from History of Science incorporated in science teaching –it is argued that through such approaches the students' motivation can be raised, their romantic understanding can be developed and consequently their conceptual understanding of science concepts can be improved since these

approaches make science more attractive to them– and • to contribute to the debate about science education at the international level in order to find new ways for further inquiry on the issues that the book is dealing with. The book is divided in two parts: The first expounds its philosophical and epistemological framework and the second combines theory and praxis, the theoretical insights with their practical applications. Assessment of student learning outcomes (ASLO) is one of the key activities in teaching and learning. It serves as the source of information in determining the quality of education at the classroom and national levels. Results from any assessment have an influence on decision making, on policy development related to improving individual student achievement, and to ensure the equity and quality of an education system. ASLO provides teachers and school heads with information for making decisions regarding a students' progress. The information allows teachers and school heads to understand a students' performance better. This report reviews ASLO in three South Asian countries---Bangladesh, Nepal, and Sri Lanka---with a focus on public examinations, national assessment, school-based assessment, and classroom assessment practiced in these countries. Vols. for 1886/87 includes Announcement for 1887/88. Though there has been a rapid increase of women's representation in law and business, their representation in STEM fields has not been matched. Researchers have revealed that there are several environmental and social barriers including stereotypes, gender bias, and the climate of science and engineering departments in colleges and universities that continue to block women's progress in STEM. In this book, the authors address the issues that encounter women of color in STEM in higher education. Ever since motion pictures first landed on screen, there have been many key questions that the studios and movie watchers have tried to answer. What makes a movie an Oscar winner? How does one movie become a hit and another movie flop? Why do some films earn critical acclaim while other films become critical turkeys or bombs? How do audiences perceive film? What makes a movie resonate with a viewer? Are we unduly influenced by negative behaviors on screen? These questions have spurred debates, discussions, and many theories. Until the last two decades, however, it was quite rare to have the issues approached from a scientific viewpoint. The Social Science of Cinema compiles research from such varied disciplines as psychology, economics, sociology, business, and communications to find the best empirical research being done on the movies, based on perspectives that many filmgoers have never considered. Essays explore such topics as the specific factors that influence whether movies make money, win awards, or flop; how our personality impacts on our viewing preferences; issues of gender inequity

on screen; the relationship between visual perception and the way movies are edited; and many more. This book attempts the ultimate act of figuring out the mystery behind the movies - what makes them so memorable to us, what makes them this century's leading works of art, and how this art intersects with the business of making money. "This book identifies the main areas of cognitive science and for each area, how different system designs benefit from the findings made in that area"--Provided by publisher. Despite great ferment and activity among historians of science in recent years, the history of physiology after 1850 has received little attention. Gerald Geison makes an important contribution to our knowledge of this neglected area by investigating the achievements of English physiologists at the Cambridge School from 1870 to 1900. He describes individual scientists, their research, the scientific issues affecting their work, and socio-institutional influences on the group. He pays special attention to the personality and contributions of Michael Foster, founding father of the Cambridge School. Foster's specific research interest was the origin of the rhythmic heartbeat, and the author contends that the school itself descended from and developed around this concern. Originally published in 1978. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905. This book introduces a theory for how the state shapes private governance, leveraging data from informal markets in Lagos, Nigeria.

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