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Teacher Education and Practice, a peer-refereed journal, is dedicated to the encouragement and the dissemination of research and scholarship related to professional education. The journal is concerned, in the broadest sense, with teacher preparation, practice and policy issues related to the teaching profession, as well as being concerned with learning in the school setting. The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes. As a forum, the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue. Alternative forms of inquiry and representation are invited, and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute. Teacher Education & Practice is published by Rowman & Littlefield.

The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting-edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with international authors, authors from traditionally marginalized populations, and in work that is relevant to practitioners around the world. Growing numbers of educators and professors look to the six bimonthly issues to: deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement.

This timely volume offers an in-depth theoretical analysis of children's experiences growing up with mobile internet technologies. Drawing on up-to-date research, it explores the relationship between childhood as a social and cultural construction and the plethora of mobile internet technologies which have become ubiquitous in everyday life.

In the aftermath of tragedy, the students of 3-E nevertheless march proudly in their graduation ceremony. Will their futures still unfold as planned? And what will they do with their reward money...? Then, enjoy a long side story revealing what Koro Sensei was really up to over winter break! Can Koro Sensei truly make a friend and ally out of anyone...?! Plus, a bonus short story with all-new characters, set in a dystopian future. -- VIZ Media

Building on the foundation set in Volume I—a landmark synthesis of research in the field—Volume II is a comprehensive, state-of-the-art new volume

highlighting new and emerging research perspectives. The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education research; science learning; culture, gender, and society and science learning; science teaching; curriculum and assessment in science; science teacher education. Each chapter presents an integrative review of the research on the topic it addresses—pulling together the existing research, working to understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the Handbook of Research on Science Education, Volume II is an essential resource for the entire science education community.

In this fully revised and extended edition, Tony Edwards and David Westgate continue to examine methods of investigation for use in classrooms and ways in which researchers and teachers may advance their knowledge of classroom talk. They have taken the opportunity to add material on oracy and the importance of spoken language in the curriculum.; All research evidence and bibliographic material has been revised and updated. This book should continue to be an important text for a new generation of students and researchers in language and linguistics, social science and education studies.

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