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Research findings in education can provide invaluable insight into how teaching practice can be improved, but research papers are often inaccessible and hard to digest. This innovative new text is designed to assist physical education students, pre-service teachers, practising teachers and teacher educators to learn how to read research and to apply it to practice in primary and secondary physical education. The text also provides insights and implications for those working with young people in physical activity and sport settings. The book presents a clear, step-by-step guide to how to read and interpret research, followed by a series of short and engaging introductions to contemporary research studies on key topics in physical education, from classroom management and programme design to assessment and social issues. Each study is discussed from the point of view of researcher, teacher educator and primary and post primary teacher, providing the reader with invaluable insight into how to use research to generate new ideas and improve their teaching practice. Research and Practice in Physical Education is the perfect companion to any course in research methods, current issues, learning and teaching, or pedagogy and curriculum in physical education.

Bachelor Thesis from the year 2018 in the subject Pedagogy - School System, Educational and School Politics, grade: 5 (GHA-System), University of Education (Distance Learning), course: Post Graduate Diploma in Education, language: English, abstract: Students' academic performance is a key feature in education. This study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of Junior High Students (JHS) in a Basic School which is in the Gomo-East District in the Central Region of Ghana. The mixed and descriptive research design was used and a sample size of 87 respondents (79 students and 8 teachers) were selected through random sampling technique. The findings revealed that the average academic performance (47.0%) of the JHS students in the Basic School is weak and their performance in Mathematics (average score of 31.48%) and English Language (average score of 39.99%) is a fail. It was noticed that student factors that contribute to an improvement in academic performance include: regular studying, self-motivation, punctuality and regular class attendance, hard-work and interest in a subject. The teacher factors were completion of syllabus, use of TLM's, frequent feedback to students and given students special attention. Per the findings, parent factors which was very key was parent showing concern in their children's academics and providing them their academic needs. School factors that were significant included availability of text books and TLM's. The study also found that parent level of education and gender has a positive relationship with academic performance but it's insignificant. However, age has a positive significant (5% significance level) relationship with academic performance. Based on findings, the study recommends that there should be strict monitoring on teachers to vary their teaching methods to suit their needs of the students and also to provide the students with constant feedback on their academic performance. Again, the students should be motivated and orientated to take ownership of their studies by having regular studies and attending school during school days.

This book brings together two types of varieties of English that have so far been treated separately: postcolonial and non-postcolonial Englishes. It examines these varieties of English against the backdrop of current World Englishes theory, with a special focus on the extra- and Intra-Territorial Forces (EIF) Model. Bringing together a range of distinguished researchers in the field, each chapter tests the validity of this new model, analyses a different variety of English and assesses it in relation to current models of World Englishes. In doing so, the book ends the long-standing conceptual gap between postcolonial and non-postcolonial Englishes and integrates these in a unified framework of World Englishes. Case studies examine English(es) in England, Namibia, the United Arab Emirates, India, Singapore, the Philippines, South Korea, Japan, Australia, North America, the Bahamans, Trinidad, Tristan da Cunha, St. Helena, Bermuda, and the Falkland Islands, Ireland, Gibraltar and Ghana.

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 expecially been revised to fully cover the requirements of the new NERDC Universal Basic Education Curriculum.

Educational Assessment in a Time of Reform provides background information on large-scale examination systems more generally and the South African examination specifically. It traces the reforms in the education system of South Africa since 1994 and provides a description of the advances in modern test theory that could be considered for future standard setting endeavours. At the heart of the book is the debate on whether the current standard of education in Africa is good enough . If not, then how can it be improved? The aim of this book is to provide a point of departure for discussions on standard-setting, quality assurance, equating of examinations and assessment approaches. From this point of departure recommendations for practices in general and the exit-level (Grade 12) examination results in particular can be made. This book is ideal reading for principals, teachers, academics and researchers in the fields of educational assessment, measurement, and evaluation.

#1 NEW YORK TIMES BESTSELLER • David Brooks challenges us to rebalance the scales between the focus on external success—“résumé virtues”—and our core principles. NAMED ONE OF THE BEST BOOKS OF THE YEAR BY THE ECONOMIST With the wisdom, humor, curiosity, and sharp insights that have brought millions of readers to his New York Times column and his previous bestsellers, David Brooks has consistently illuminated our daily lives in surprising and original ways. In *The Social Animal*, he explored the neuroscience of human connection and how we can flourish together. Now, in *The Road to Character*, he focuses on the deeper values that should inform our lives. Looking to some of the world’s greatest thinkers and inspiring leaders, Brooks explores how, through internal struggle and a sense of their own limitations, they have built a strong inner character. Labor activist Frances Perkins understood the need to suppress parts of herself so that she could be an instrument in a larger cause. Dwight Eisenhower organized his life not around impulsive self-expression but considered self-restraint. Dorothy Day, a devout Catholic convert and champion of the poor, learned as a young woman the vocabulary of simplicity and surrender. Civil rights pioneers A. Philip Randolph and Bayard Rustin learned reticence and the logic of self-discipline, the need to distrust oneself even while waging a noble crusade. Blending psychology, politics, spirituality, and confessional, *The Road to Character* provides an opportunity for us to rethink our priorities, and strive to build rich inner lives marked by humility and moral depth. “Joy,” David Brooks writes, “is a byproduct experienced by people who are aiming for something else. But it comes.” Praise for *The Road to Character* “A hyper-readable, lucid, often richly detailed human story.”—*The New York Times Book Review* “This profound and eloquent book is written with moral urgency and philosophical elegance.”—Andrew Solomon, author of *Far from the Tree* and *The Noonday Demon* “A powerful, haunting book that works its way beneath your skin.”—*The Guardian* “Original and eye-opening. . . Brooks is a normative version of Malcolm Gladwell, culling from a wide array of scientists and thinkers to weave an idea bigger than the sum of its parts.”—*USA Today*

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