

Acer Exam Papers 2012 Class 3

The Routledge Companion to Design Research offers a comprehensive examination of design research, celebrating the plurality of design research and the wide range of conceptual, methodological, technological and theoretical approaches evident in contemporary design research. This volume comprises 39 original and high quality design research chapters from contributors around the world, with offerings from the vast array of disciplines in and around modern design praxis, including areas such as industrial and product design, visual communication, interaction design, fashion design, service design, engineering and architecture. The Companion is divided into five distinct sections with chapters that examine the nature and process of design research, the purpose of design research, and how one might embark on design research. They also explore how leading design researchers conduct their design research through formulating and asking questions in novel ways, and the creative methods and tools they use to collect and analyse data. The Companion also includes a number of case studies that illustrate how one might best communicate and disseminate design research through contributions that offer techniques for writing and publicising research. The Routledge Companion to Design Research will have wide appeal to researchers and educators in design and design-related disciplines such as engineering, business, marketing, computing, and will make an invaluable contribution to state-of-the-art design research at postgraduate, doctoral, and post-doctoral levels and teaching across a wide range of different disciplines.

Skills, strategies and practice for Section 1 and 2 Learn, review and practice for Section 3: Physical Sciences and

Biological Sciences From basic concepts to GAMSAT-level practice questions Over 1200 MCQs with helpful, worked solutions One-year online access now includes over 300 educational

The shift to mass participation in higher education is a welcome international trend. In Australia the number of young adults attempting a degree course at university has increased by close to twenty five percent in less than a decade.

Campuses are becoming more culturally and linguistically diverse. More university students are coming from poorer families and disadvantaged educational backgrounds. The authors of *Strong Starts, Supported Transitions and Student Success* celebrate the diversity of new university learning communities while recognising the challenges faced by many commencing students. This book presents research findings, strategic thinking and innovative approaches to student transitions and retention at one of Australia's newer institutions, designated "The University of Opportunity". Drawing extensively on international scholarship and the work of retention and transition experts in North America, the United Kingdom, Australia and New Zealand, the book provides several theoretically-informed case studies, as well as more general discussions and practical advice to academics and professional staff involved in "the first year in higher education", and especially those practitioners working to enhance "the student experience".

Education Reform: The Unwinding of Intelligence and Creativity Springer Science & Business Media

Understanding Computers in a Changing Society gives your students a classic introduction to computer concepts with a modern twist! Known for its emphasis on basic computer concepts and societal issues, this text makes concepts relevant to today's career-focused students. Important Notice: Media content referenced within the product description or

the product text may not be available in the ebook version. This collection examines issues of agency, power, politics and identity as they relate to science and technology and education, within contemporary settings. Social, economic and ecological critique and reform are examined by numerous contributing authors, from a range of international contexts. These chapters examine pressing pedagogical questions within socio-scientific contexts, including petroleum economies, food justice, health, environmentalism, climate change, social media and biotechnologies. Readers will discover far reaching inquiries into activism as an open question for science and technology education, citizenship and democracy. The authors call on the work of prominent scholars throughout the ages, including Bourdieu, Foucault, Giroux, Jasanoff, Kierkegaard, Marx, Nietzsche, Rancière and Žižek. The application of critical theoretical scholarship to mainstream practices in science and technology education distinguishes this book, and this deep, theoretical treatment is complemented by many grounded, more pragmatic exemplars of activist pedagogies. Practical examples are set within the public sphere, within selected new social movements, and also within more formal institutional settings, including elementary and secondary schools, and higher education. These assembled discussions provide a basis for a more radically reflexive reworking of science and technology education. Educational policy makers, science education scholars, and science and technology educators, amongst others, will find this work thought-provoking, instructive and informative.

With the ninth edition of the four-yearly review of mathematics education research in Australasia, the Mathematics Education Research Group of Australasia (MERGA) discusses the Australasian research in mathematics education in the four years from 2012-2015. This review aims to critically promote

quality research and focus on the building of research capacity in Australasia.

Find out what you really need to live, thrive and survive Does it seem like the constant struggle to succeed at work is overshadowing other areas of your life? Are your relationships suffering as you try to cram everything into a normal day? *Work/Life Balance For Dummies* will help you get your equilibrium back, taking you through all available solutions -- from changes you can adopt within your existing workplace or chosen career, to career changes, treechanges and seachanges. Discover how to: Work out your priorities Put off procrastination and improve your time management Move your boss towards work/life balance Cast your net wider and change jobs and employers Plan your seachange or treechange

This is the eighth edition of the four-yearly review of mathematics education research in Australasia.

Commissioned by the Mathematics Education Research Group of Australasia (MERGA), this review critiques the most current Australasian research in mathematics education in the four years from 2008-2011. The main objective of this review is to celebrate and recognise significant findings; highlight relationships between research; identify themes; and forecast further research directions. This theme-based review has produced a comprehensive analysis of Australasian research in a politically challenging time—producing a manuscript with implications for a wider, international, audience. As the 2009 Felix Klein medal winner Gilah Leder states: A substantial body of research is captured in the chapters of this review. It encompasses the labours of a community of active researchers, with varied interests and diverse theoretical perspectives. Some of the issues explored in the period covered by this volume clearly resonate with questions and concerns particularly pertinent to the changing educational

environment; others are more aptly described as continuing or renewed explorations of areas of long standing concern. The controversial new book about the state of Australian higher education and its future.

The VTAC eGuide is the Victorian Tertiary Admissions Centre's annual guide to application for tertiary study, scholarships and special consideration in Victoria, Australia. The eGuide contains course listings and selection criteria for over 1,700 courses at 62 institutions including universities, TAFE institutes and independent tertiary colleges.

Although educators continue to face the issue of maintaining quality teaching practices, academic managers and educational developers face significant challenges when changing in higher education teaching strategies. Cases on Quality Teaching Practices in Higher Education presents international case studies of individual approaches and institutional examples to benefit teachers at the individual level as well as institutional leaders involved in change. This publication is suitable for both undergraduate and graduate level courses in education related best practices in pedagogy, innovation in the use of technology, and the future direction of universities in the advancement of teaching practices.

Presents a comprehensive treatment of issues related to the inception, design, implementation and reporting of large-scale education assessments. In recent years many countries have decided to become involved in international educational assessments to allow them to ascertain the strengths and weaknesses of their student populations. Assessments such as the OECD's Programme for International Student Assessment (PISA), the IEA's Trends in Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy (PIRLS) have provided opportunities for comparison between students of different countries on a common international scale. This book is designed to give

researchers, policy makers and practitioners a well-grounded knowledge in the design, implementation, analysis and reporting of international assessments. Readers will be able to gain a more detailed insight into the scientific principles employed in such studies allowing them to make better use of the results. The book will also give readers an understanding of the resources needed to undertake and improve the design of educational assessments in their own countries and regions.

Implementation of Large-Scale Education Assessments: Brings together the editors' extensive experience in creating, designing, implementing, analysing and reporting results on a wide range of assessments. Emphasizes methods for implementing international studies of student achievement and obtaining highquality data from cognitive tests and contextual questionnaires. Discusses the methods of sampling, weighting, and variance estimation that are commonly encountered in international large-scale assessments. Provides direction and stimulus for improving global educational assessment and student learning. Is written by experts in the field, with an international perspective.

Survey researchers, market researchers and practitioners engaged in comparative projects will all benefit from the unparalleled breadth of knowledge and experience in large-scale educational assessments gathered in this one volume. This book identifies and surveys the major themes around 'out-of-field teaching', that is, teaching subjects or year levels without a specialization. This has been an issue in many countries for some time, yet until recently there has been little formal research and poor policy responses to related problems. This book arises out of collaborations between members of an international group of researchers and practitioners from Australia, Germany, Ireland, England, South Africa, Indonesia and the United States. Cross-national comparisons of ideas through case studies, descriptions of

practice and research data interrogates the experiences, practices, and contexts relating to out-of-field teaching. In particular, the book considers the phenomenon of out-of-field teaching in relation to national policy contexts, local school leadership practices, professional development. The book represents an essential contribution on a highly topical issue that has implications for quality and equitable education around the globe.

Contemporary Issues of Equity in Education argues that equity and social justice must be brought back to the centre of discussions about education. It traces international, system-wide and local effects of policies that increase marketization and competition between students, schools and systems, whilst erasing wider considerations of the socio-cultural contexts that shape educational experiences and outcomes. Leading researchers interrogate the design of educational systems for social justice, fairness and inclusion at multiple levels from classrooms and schools through to universities and initial teacher education. Chapters trace the ways in which gender, ethnicity, class, and refugee experiences intersect with indices of socio-economic disadvantage in ways that directly impact on young people's learning and on the pedagogical work of teachers. The book demonstrates collaborative and inclusive approaches for researching schooling in disadvantaged communities. It offers strategies and practices for reimagining schools and universities in ways that enable young people in high poverty and culturally and linguistically diverse communities to effectively engage with education.

This handbook provides an in-depth exploration of the entire journey of postgraduate research in the social and behavioural sciences, from enrolment to its culmination in the form of a thesis, dissertation or portfolio, and beyond. It is written in an accessible and example-rich style, offering

practical and concrete advice in virtually all areas. It also includes references to additional resources and websites, and each chapter features key recommendations for improving the postgraduate research experience. The book addresses not only research-related aspects (e.g. supervisors; selecting your guiding assumptions; contextualising, framing and configuring research; reviewing literature; sampling; writing proposals; ethics and academic integrity; selecting a data gathering strategy; surviving your thesis/dissertation/portfolio examination; and publishing), but also questions concerning how to integrate, manage, and balance the research journey in the context of the postgraduate student's broader life-world (e.g. skill development and supervisor relations; effective time and project management; a healthy work-life balance; maintaining motivation; and dealing with criticism). The book adopts an explicitly pluralist perspective on postgraduate research, moving beyond mixed methods thinking, and offers concrete examples from postgraduate students' real-world experiences.

This book serves as an essential intervention where the innovative, evidence based and contemporary teaching, learning approaches, strategies and learning support systems to be incorporated in the learning process are presented, supported with findings. It addresses the complex challenges and limitations in practice supported with evidence, hence providing possible approaches to address them. It also addresses an interesting scope of topics that are both contemporary and essential to almost all academics that have a high responsibility to nurture, develop, train and equip learners both at the undergraduate and post-graduate levels at the university with the relevant skills and competencies. So You Want to Be a Doctor? is written specifically for young people who are considering embarking on a medical degree, as well as for those already enrolled. This essential guide

covers: Prerequisites for admission into medical school at both undergraduate and graduate-entry level. What to expect as a qualified doctor in Australia today - and what the Australian community expects in its doctors. Life as a student, from the application, selection and interview process, to the pressures of study, advice on managing stress and distress, and where to get help if needed. The 18 medical schools in Australia, their similarities and differences and particular focus or strengths. The Australian health care system and career paths for medical graduates. It includes advice about study methods, financial support, and balancing study with part-time work and a social life, as well as information that is relevant to specific groups such as Aboriginal and Torres Strait Islander students, international students and students with a disability. *So You Want to Be a Doctor?* provides all the information a prospective medical student might need to decide on pursuing a career in medicine and to survive and thrive during the course of their study.

This book aims to make a contribution to the theory, research and practice on quality and equity in education by providing a comprehensive overview of these two dimensions of educational effectiveness and proposing a methodological instrument that may be used to measure the contribution that each school can make to promoting equity. The importance of using this instrument is demonstrated by analysing results of various effectiveness studies conducted over the last decade. The book draws upon research across the world, especially research conducted in the Europe, the United States, and Australasia. It is shown that promoting equity has no negative effect on the promotion of quality. The importance of using this methodological instrument to identify factors that promote both quality and equity at different educational levels (i.e. teacher, school and educational system) is stressed. The book also demonstrates how we can measure stability and

changes in the effectiveness status of schools over time in terms of fostering quality and equity. In addition it underlines the importance of identifying factors measuring changes in the effectiveness status of schools in terms of equity and points to the alternative strategies that can be used at school and system level. In our attempt to encourage the further development and use of this methodology for school improvement purposes, we demonstrate how experimental studies can be conducted to discover whether and under which conditions the proposed methodology can help schools promote both quality and equity. Finally, implications for school evaluation, research, educational policy and practice are drawn. In this way, the book contributes significantly to the debate on how quality and equity can be achieved and encourages policy-makers and practitioners not to view these two dimensions of effectiveness as being in competition with each other but as constituting the major objectives of any reform policy and/or improvement effort at school and/or national levels.

Millions of students seek short- and long-term study abroad options every year, and this trend is a key illustration of the internationalization of higher education. Because a global perspective has become mandatory in the largely globalized workforce, many institutions look to study abroad programs to prepare their students. This outbound mobility has the potential to contribute to greater understanding between cultures, countries, and individuals. The Handbook of Research on Study Abroad Programs and Outbound Mobility offers a comprehensive look into motivations for and opportunities through all forms of outbound mobility programs. By providing empirically-based research, this publication establishes the benefits, difficulties, and rewards of building a framework to support international students and programs. It is an invaluable resource for academics,

students, policy makers, course developers, counselors, and cross-cultural student advisors.

This book explains the key steps in planning and executing diagnostic test accuracy studies in dementia, with clear explanations of difficulties and pitfalls and with jargon clearly explained. The emphasis is on pragmatic diagnostic test accuracy studies which can be integrated into day-to-day clinical practice. The book is based on the author's experience over more than 10 years, which has resulted in the publication of many diagnostic test accuracy studies. The text is structured as for a research publication on a diagnostic test accuracy study (Introduction, Methods, Results, Discussion), with a final chapter on Future Prospects. Each of the chapters is devoted to a practical and structured overview of each of these steps in performing and writing up such a study. *Diagnostic Test Accuracy Studies in Dementia: A Pragmatic Approach* is aimed at any clinician with an interest in dementia disorders: old age psychiatrists, geriatricians, neurologists, neuropsychologists and primary care physicians, as well as other professions allied to medicine. The book is also of interest to any clinician/researcher with an interest in diagnostic test accuracy studies.

Entering the teaching profession in the twenty-first century comes with many challenges and even more opportunities to meet the learning needs of Australian students. *Learning to Teach in a New Era* provides a fundamental introduction to educational practice for early childhood, primary and secondary preservice teachers. Closely aligned with the Australian Curriculum and the Australian Professional Standards for Teachers, this text builds on foundational knowledge and provides guidance on professional development throughout your career in education. Organised in three sections – professional knowledge, professional practice and professional engagement – and thoroughly

updated, this text introduces educational policy and the legal dimensions of education; encourages the development of practical skills in pedagogy, planning, assessment, digital technologies and classroom management; and supports effective communication and ethical practice. This edition features a new chapter exploring Aboriginal and Torres Strait Islander ways of knowing, being and doing, enabling teachers to create respectful and culturally responsive classrooms. The tenth edition of the four-yearly review of mathematics education research in Australasia, compiled by the Mathematics Education Research Group of Australasia (MERGA), critically reviews research in mathematics education in the four years from 2016 to 2019. Its goals are to provide a reference guide for researchers, and to promote further quality research in Australasia.

This volume is a forward-looking intersection of Sociological perspectives on mathematics classrooms and socio-political perspectives on mathematics education. The first perspective has generated a substantial body of knowledge in the mathematics education. Interactionist research has deepened our understanding of interaction processes, socio-mathematical norms and the negotiation of meaning, generating a 'micro-sociology' or a 'micro-ethnography' of the mathematics classroom. More recently, socio-political perspectives on mathematics education interrelate educational practices in mathematics with macro-social issues of social equity, class, and race and with the policies that regulate institutionalized mathematics education. This book documents, strings together and juxtaposes research that uses ethnographical classroom data to explain, on the one hand, how socio-political issues play out in the mathematics class. On the other hand, it illuminates how class, race etc. affect the micro-sociology of the mathematics classroom. The volume advances the knowledge in the field

by providing an empirical grounding of socio-political research on mathematics education, and it extends the frame in which mathematical classroom cultures are conceived.

It was the belief that assessment is the driving force of curriculum that motivated the authors of this monograph to embark on a program of research and development into the use of digital technologies to support more authentic forms of assessment. They perceived that in responding to the educational needs of children in the 21st Century, curriculum needed to become more relevant and engaging, but that change was unlikely without commensurate change in methods and forms of assessment. This was particularly true for the high-stakes assessment typically conducted at the conclusion of schooling as this tended to become the focus of the implemented curriculum throughout the years of school. Therefore the authors chose to focus on this area of assessment with the understanding that this would inform assessment policy and practices generally in schools. This book provides a conceptual framework and outlines a project in which digital methods of representing students performance were developed and tested in the subject areas of Applied Information Technology, Engineering, Italian and Physical Education. The methodology and data collection processes are discussed, and the data is analysed, providing the basis for conclusions and recommendations.

What is working in education in the UK - and what isn't? This book offers a highly readable guide to what the latest research says about improving young people's outcomes in pre-school, primary and secondary education. Never has this issue been more topical as the UK attempts to compete in the global economy against countries with increasingly educated and skilled work-forces. The book discusses whether education policy has really been guided by the evidence, and explores why the failings of Britain's educational system have been so resistant to change, as well as the success stories that have emerged. Making a Difference in Education looks at schooling from early years to age 16 and entry into Further Education, with a special focus on literacy, numeracy and IT. Reviewing a large body of research, and paying particular attention to findings which are strong enough to guide policy, the authors examine teacher performance, school quality and accountability, and the problematically large social gap that still exists in state school education today. Each chapter concludes with a summary of key findings and key policy requirements. As a comprehensive research review, Making a Difference in Education should be essential reading for faculty and students in education and social policy, and of great interest to teachers and indeed to anyone who wants to know about the effectiveness of UK education policy and

practice, and where they should be going.

This book presents the conceptual framework underlying the fifth cycle of PISA, which covers reading, science and this year's focus: mathematical literacy, along with problem solving and financial literacy.

??This volume gathers together twenty major chapters that tackle a variety of issues associated with equity in mathematics education along the dimensions of gender, culture, curriculum diversity, and matters of a biological nature. The pursuit of equity in mathematics education is an important concern in the history of the present. Since there is no doubt about the significant role of mathematics in almost every aspect of life, it means that all individuals regardless of sex, in any age range, and in whatever context need to be provided with an opportunity to become mathematically able. The publication of this Springer volume on equity in mathematics education is situated at a time when there is strong and sustained research evidence indicating the persistence of an equity gap in mathematics, which has now enabled the mathematics education community to engage in a discourse of access for all. The research studies that are reported and discussed in the volume have been drawn from an international group of distinguished scholars whose impressive, forward-looking, and thought-provoking perspectives on relevant issues

incite, broaden, and expand complicated conversations on how we might effectively achieve equity in mathematics education at the local, institutional, and systemic levels. Further, the up-to-date research knowledge in the field that is reflected in this volume provides conceptual and practical outlines for mechanisms of change, including models, examples, and usable theories that can inform the development of powerful equitable practices and the mobilization of meaningful equity interventions in different contexts of mathematics education.?

A University Guide: Choosing A Course and Getting In, is the book produced by the Getting-In team to give you all the information you need to know about applying to UK universities using the UCAS system, and making sure you get the place you want. This book includes:- up-to-date league tables and other statistics- explanations of common terms and jargon used by university admissions departments - an examination of why people go to university- the right criteria for choosing a subject, institution and degree- specialist interview advice for medical degrees, Oxford and Cambridge colleges, and other courses you're likely to need an interview for- a guide to non-A level examinations required by some university courses, and how to cope with these extra requirements- a step-by-step guide through and timetable of the UCAS process- detailed advice on

writing a winning personal statement, supported by years of experience from the Getting-In team- an explanation of the changes to student finance made in 2011, and how to use them to your best advantage- a guide to the Clearing and Adjustment systems used for students whose grades aren't what they expect- a history of universities and their development in the UK With years of experience in getting students into top universities, the Getting-In team has produced a definitive guide to university applications. Written in clear language that any seventeen-year-old can easily understand, this book is designed to allow students consider every angle before making decisions that could shape the rest of their lives. Product Description A University Guide: Choosing A Course and Getting In is produced by the team behind popular university applications advice website Getting-In.com. This website provides tailored personal statement help and advice for young people applying to university. Now, this non-fiction guide takes students through the process of applying to UK universities using the UCAS system, and making sure that they get the places that they want. Written in clear language that any seventeen-year-old can easily understand, this book also caters for mature and gap-year students. Although Getting-In runs its own successful advice website, a selection of other online and offline resources are also included here so that students

can get the most extensive advice possibly. A University Guide: Choosing A Course and Getting In is designed to allow students consider every angle, before making decisions that could shape the rest of their lives. It offers not just practical advice, but detailed guidance and counselling on how to choose a subject and a university, taking into account your ambitions, priorities, best-loved subjects and personal habits.

This book is designed for parents who want to help their children and for teachers who wish to prepare their class for the NAPLAN Literacy Tests. NAPLAN Tests are sat by Year 9 students Australia-wide. These tests are held in May every year.

The Routledge International Handbook of Social Psychology of the Classroom presents the first comprehensive and integrated compilation of theory and research on topics related to the social cohesion of the classroom. Many of these topics have been studied independently; for example, motivation, self-concept, class management, class climate, and teacher expectations are generally studied separately by different groups of researchers. This handbook brings the evidence from different fields in social psychological classroom research together in one place for the first time to explore how these topics relate and how each factor influences students and their learning. With chapters by established international leaders in their fields, as

well as emerging new talent, this handbook offers cutting edge research and surveys the state of the art in the social psychology of the classroom. Major areas covered include: Motivation Belief, self-concept, and personality Emotional engagement Teacher–student relationships Teacher expectation Classroom management Culture and identity The Routledge International Handbook of Social Psychology of the Classroom provides a review of current theories related to the social psychology of the classroom, including how these theories apply to classrooms and learners. Current evidence clearly shows that areas explored by social psychology – and brought together for the first time in this volume – can have a very significant impact on classroom learning and student achievement (J. Hattie, Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement, Routledge 2009). This handbook is a must for all academics whose research relates to the social psychology of the classroom. It is also an invaluable resource for teachers and teacher education students who want to understand why they are effective instructors and yet still encounter students in their classes who are not responding as expected.

So You Want to Be a Lawyer? is the first comprehensive Australian guide written for people who are contemplating enrolling in a law degree, whether as an undergraduate or as a postgraduate -

as well as for those who are already enrolled but wondering where their law degree may lead them. This essential guide provides: The basic structures of the Australian legal professions, and the best reasons for studying, or not studying, Law at university. The history and development of legal education in Australia, including the modern trend towards clinical education and professional skills development. A description of each of the 36 Australian university law schools, highlighting what each institution offers and what it believes makes it unique. A checklist of the features, factors and costs to be considered in making an informed decision about which law school to choose - including information addressed to Indigenous students; women; LGBTI students; students with a disability; and those from rural, remote and regional Australia. Insights into the life of a law student, including survival strategies, study tips and getting the most out of student life. An original analysis of the highly dynamic Australian legal professions, which are rapidly adapting to a new environment prompted by competition, information and communications technology and globalisation. So You Want to Be a Lawyer? provides all of the information any prospective law student will need to make an informed and intelligent decision about the best place for them to study, what to study and where it all might lead.

Understanding Computers: Today and Tomorrow gives your students a classic introduction to computer concepts with a modern twist! Known for its emphasis on industry insight and societal issues, this text makes concepts relevant to today's career-focused students. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Research in science education is now an international activity. This book asks for the first time, Does this research activity have an identity? -It uses the significant studies of more than 75 researchers in 15 countries to see to what extent they provide evidence for an identity as a distinctive field of research. -It considers trends in the research over time, and looks particularly at what progression in the research entails. -It provides insight into how researchers influence each other and how involvement in research affects the being of the researcher as a person. -It addresses the relation between research and practice in a manner that sees teaching and learning in the science classroom as interdependent with national policies and curriculum traditions about science. It gives graduate students and other early researchers an unusual overview of their research area as a whole. Established researchers will be interested in, and challenged by, the identity the author ascribes to the research and by the plea he makes for the science content itself to be seen as problematic.

Engaging the Disengaged addresses strategies of immersive teaching. Drawing together a range of

experts, the book explores how various differences can alienate students, and examines challenges faced by schools in diverse settings. It also offers ideas for engaging students in subjects such as mathematics, physical education and the arts.

This book pays special attention to the impact that a student's early childhood and socioeconomic status has on his or her educational achievement. It argues that discussions of education reform need a broader scope, one that encompasses a student's background as well as standardized testing, merit pay for teachers, and other issues regarding the quality of the teaching and learning. *Education Reform: the Unwinding of Intelligence and Creativity* features cases and examples from schools in Australia, the USA, and Britain. It offers a breadth of coverage, from early childhood to effective teaching and learning to teacher pay and conditions, standardized testing and public and private (independent) schooling and universities as well as creativity. It also includes summaries of educational policies in many developed countries. Reforms which emphasize concern for early childhood, school leadership and respect for teachers are contrasted with ones based on standardized tests, private schools and sacking bad teachers.

R. K. Peet Dep. of Botany, University of North Carolina, Chapel Hill, N. C. 27514, USA Robert Whittaker's contributions to ecology were many and remarkably varied. His publication record will long stand as a monument to his greatness, and whatever we do to honor him will likely be rather small in comparison. Less well known were his personal interactions and the impact

they had on the development of ecology as well as individual scientists. Over the years he touched many of us and we felt not just a professional but also a deep personal loss in his passing. After his death I was contacted by numerous colleagues who wondered what they might do to honor him. Whittaker had long served on the editorial board of *Vegetatio*, which prompted Eddy van der Maarel to suggest that a series of papers in the journal might be a fitting memorial, and so this project was conceived. Whittaker was a master of synthesis and during his career he published numerous review papers which showed clearly how his work related to and built on that of others. For this reason it seemed inappropriate and redundant to solicit papers reviewing areas to which Whittaker made important contributions. Instead, I chose to solicit research papers illustrating current applications of approaches Whittaker developed and showing a few of the recent advances which have grown directly from his pioneering work.

This is an authoritative introduction to Computing Education research written by over 50 leading researchers from academia and the industry.

A critical overview of the current debate and topical thinking on international comparative investigations in mathematics education. The contributors are all major figures in international comparisons in mathematics. The book highlights strengths and weaknesses in various systems worldwide, allowing teachers, researchers and academics to compare and contrast different approaches. A significant contribution to the international debate on standards in mathematics.

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