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Cheating Lessons is a guide to tackling academic dishonesty at its roots. James Lang analyzes the features of course design and classroom practice that create cheating opportunities, and empowers teachers to build more effective learning environments. Instructors who curb academic dishonesty become better educators in other ways as well.

The book provides multiple perspectives and insights on the area of Inclusion, Equity and Access for people with disabilities and brings together various inclusive effective practices from 21 countries across the world most comprehensively in one book. The book documents perspectives from educational researchers and teacher educators through first-hand experience using cutting-edge research and conceptual understandings, thought processes, and reflections. The book brings together various methodologies to expose scientific truths in the area of disability and inclusion. Chapter authors utilize a self-reflective stance, representing state of the art theory and practice for exploring notions of disability. Authors examine cultural relational practices, common values and beliefs, and shared experiences for the purpose of helping cultural members and cultural strangers better understand interdependent factors. Each chapter is an attempt to unravel a thought provoking, comprehensive, and thorough understanding of the challenges and abilities of individuals with disabilities shaped by their own culture, society and country, re-engaging the promise of scientific research as a generative form of inquiry. The book is designed to be of use to a wide range of professionals: researchers, practitioners, advocates, special educators and parents providing information and or discussions on educational needs, health care provisions, and social services irrespective of country and culture.

Study & Master Mathematical Literacy Grade 11 has been especially developed by an experienced author team according to the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Mathematical Literacy. The comprehensive Learner's Book includes: * thorough coverage of the basic skills topics to lay a sound foundation for the development of knowledge, skills and concepts in Mathematical Literacy * margin notes to assist learners with new concepts - especially Link boxes, that refer learners to the basic skills topics covered in Term 1, Unit 1-16 * ample examples with a strong visual input to connect Mathematical Literacy to everyday life.

G20 members bring together the world's major advanced and emerging economies, as well as the European Union. Together they represent some 90% of global GDP, 80% of global trade and two-thirds of the world's population. In recognition of educational development as a key driver of economic development, the G20 members have put education reform high on their policy agenda in order to meet the challenges and embrace the opportunities ahead. Their experiences and lessons in education reform will not only showcase the global trend of education development, but also will provide valuable reference and inspiration for undertaking education reform to advance national development in China as well as other countries. This book documents recent policy reform in G20 members' systems, showcases the global trends in education policy, serves as a valuable reference tool and also provide inspiration for undertaking education reform to advance development in related countries.?

This revised and expanded second edition of Implementing Inclusive Education shows how Commonwealth countries are attempting to undertake inclusion in education, and will encourage all those charged with ensuring education for all to make certain that disabled children are fully included in all aspects of the education system.

This scholarly book is the third volume in an NWU book series on self-directed learning and is devoted to self-directed learning research and its impact on educational practice. The importance of self-directed learning for learners in the 21st century to equip themselves with the necessary skills to take responsibility for their own learning for life cannot be over emphasised. The target audience does not only consist of scholars in the field of self-directed learning in Higher Education and the Schooling sector but includes all scholars in the field of teaching and learning in all education and training sectors. The book contributes to the discourse on creating dispositions towards self-directed learning among all learners and adds to the latest body of scholarship in terms of self-directed learning. Although from different perspectives, all chapters in the book are closely linked together around self-directed learning as a central theme, following on the work done in Volume 1 of this series (Self-Directed Learning for the 21st Century: Implications for Higher Education) to form a rich knowledge bank of work on self-directed learning.

