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ED-L2L, Learning to Live in the Knowledge Society, is one of the co-located conferences of the 20th World Computer Congress (WCC2008). The event is organized under the auspices of IFIP (International Federation for Information Processing) and is to be held in Milan from 7th to 10th September 2008. ED-L2L is devoted to themes related to ICT for education in the knowledge society. It provides an international forum for professionals from all continents to discuss research and practice in ICT and education. The event brings together educators, researchers, policy makers, curriculum designers, teacher educators, members of academia, teachers and content producers. ED-L2L is organised by the IFIP Technical Committee 3, Education, with the support of the Institute for Educational Technology, part of the National Research Council of Italy. The Institute is devoted to the study of educational innovation brought about through the use of ICT. Submissions to ED-L2L are published in this conference book. The published papers are devoted to the published conference themes: Developing digital literacy for the knowledge society: information problem solving, creating, capturing and transferring knowledge, commitment to lifelong learning Teaching and learning in the knowledge society, playful and fun learning at home and in the school New models, processes and systems for formal and informal learning environments and organisations Developing a collective intelligence, learning together and sharing knowledge ICT issues in education - ethics, equality, inclusion and parental role Educating ICT professionals for the global knowledge society Managing the transition to the knowledge society

First Published in 2005. Routledge is an imprint of Taylor & Francis, an informa company.

Over the past seven decades, human rights education has blossomed into a global movement. A field of scholarship that utilizes teaching and learning processes, human rights education addresses basic rights and broadens the respect for the dignity and freedom of all peoples. Since the founding of the United Nations and the adoption of the Universal Declaration of Human Rights in 1948, human rights education has worked toward ensuring that schools and non-formal educational spaces become sites of promise and equity. Bringing together the voices of leaders and researchers deeply engaged in understanding the politics and possibilities of human rights education as a field of inquiry, Monisha Bajaj's Human Rights Education shapes our understanding of the practices and processes of the discipline and demonstrates the ways in which it has evolved into a meaningful constellation of scholarship, policy, curricular reform, and pedagogy. Contributions by pioneers in the field, as well as emerging scholars, constitute this foundational textbook, which charts the field's rise, outlines its conceptual frameworks and models, and offers case studies from Africa, Asia, Latin America, Europe, the Middle East, and the United States. The volume analyzes how human rights education has been locally tailored to diverse contexts and looks at the tensions and triumphs of such efforts. Historicizing human rights education while offering concrete grounding for those who seek entry into this dynamic field of scholarship and practice, Human Rights Education is essential reading for students, educators, researchers, advocates, activists, practitioners, and policy makers. Contributors: Monisha Bajaj, Ben Cislighi, Nancy Flowers, Melissa Leigh Gibson, Diane Gillespie, Carl A. Grant, Tracey Holland, Megan Jensen, Peter G. Kirchsclaeger, Gerald Mackie, J. Paul Martin, Sam Mejias, Chrissie Monaghan, Audrey Osler, Oren Pizmony-Levy, Susan Garnett Russell, Carol Anne Spreen, David Suárez, Felisa Tibbitts, Rachel Wahl, Chalank Yahya, Michalinos Zembylas.

In this volume a range of authors from different international contexts argue that the notion of communicative competence in English, hitherto largely referenced to metropolitan native-speaker norms, has to be expanded to take account of diverse contexts of use for a variety of purposes. It also discusses the popular belief that language and literacy should simply be regarded as a technical 'skill' which confers universal benefits and that it should be replaced with a social practice view that recognises situated variations and diversity. This volume, we believe, provides a reference point for extended research and practice in these areas that will be of interest to wide range of people engaged in language and literacy education.

This book was developed in order to deliver a unit standards-based curriculum that is in line with the National Qualifications-Framework (NQF).

This collection is the first of its kind, bringing together Holocaust educational researchers as well as school and museum educators from across the globe, to discuss the potentials of Holocaust education in relation to primary school children. Its contributors are from countries that have a unique relationship with the Holocaust, such as Germany, Israel, neutral Switzerland, and Allied countries outside the UK. Their research provides new insight into the diverse ways in which primary aged students engage with Holocaust education. Chapters explore the impact of teaching the Holocaust to this age group, school and museum teaching pedagogies, and primary students' perspectives of the Holocaust. This book will appeal to school and museum educators of primary aged students whose work requires them to teach the Holocaust, Citizenship (or Civics) or Human Rights Education. Since the turn of the twenty-first century there has been a transformation in school and museum-based Holocaust education. This book clearly demonstrates that primary education has been included in this transformation.

Motivation makes all the difference. And what's more motivating than the expectation of success? The instructions are clear and to the point, so students can quickly get down to writing practice in these 64-page worktexts. Helpful prompts pack the worktext lesson pages including illustrations, examples, and sample responses. Sample Content: book and movie reviews, travelogue, a character sketch, fashions.

Pandemics are large-scale epidemics that spread throughout the world. Virologists predict that the next pandemic could occur in the coming years, probably from some form of influenza, with potentially devastating consequences. Vaccinations, if available, and behavioral methods are vital for stemming the spread of infection. However, remarkably little attention has been devoted to the psychological factors that influence the spread of pandemic infection and the associated emotional distress and social disruption. Psychological factors are important for many reasons. They play a role in nonadherence to vaccination and hygiene programs, and play an important role in how people cope with the threat of infection and associated losses. Psychological factors are important for understanding and managing societal problems associated with pandemics, such as the spreading of excessive fear, stigmatization, and xenophobia that occur when people are threatened with infection. This book offers the first comprehensive analysis of the psychology of pandemics. It describes the psychological reactions to pandemics, including maladaptive behaviors, emotions, and defensive reactions, and reviews the psychological vulnerability factors that contribute to the spreading of disease and distress. It also considers empirically supported methods for addressing these problems, and outlines the implications for public health planning.

Study & Master Physical Sciences Grade 11 has been especially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Physical Sciences. The comprehensive Learner's Book: • explains key concepts and scientific terms in accessible language and provides learners with a glossary of scientific terminology to aid understanding. • provides for frequent consolidation in the Summative assessments at the end of each module • includes case studies that link science to real-life situations and present balanced views on sensitive issues • includes 'Did you know?' features providing interesting additional information • highlights examples, laws and formulae in boxes for easy reference.

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