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know the ground beneath your feet? Odds are, where you're standing was once cooking under a roiling sea of lava, crushed by a towering sheet of ice, rocked by a nearby meteor strike, or perhaps choked by poison gases, drowned beneath ocean, perched atop a Page 47/86

mountain range, or roamed by fearsome monsters. Probably most or even all of the above. The story of our home planet and the organisms spread across its surface is far more spectacular than any Hollywood blockbuster, filled with enough plot twists to Page 48/86

rival a bestselling thriller. But only recently have we begun to piece together the whole mystery into a coherent narrative. Drawing on his decades of field research and up-to-the-minute understanding of the latest science, renowned geologist Andrew H. Knoll delivers

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assessment, and challenges current and practiced understandings of assessment practice. The authors encourage the reader to reconceptualise assessment as a sociocultural practice. Each chapter studies a key theme in the understanding Page 53/86

of assessment policy and practice from a sociocultural perspective and provides questions to prompt reflection on the key assessment concepts outlined in the book. Using culture as both a lens and analytic tool, the chapters examine topics such as The social Page 54/86

order of assessment, how assessment works in the world and how learning could be assessed Perspectives on social justice and assessment, with a particular focus on social class and other potential inequalities on the experiences of assessment Page 55/86

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Routledge Current Debates in Educational Psychology series is an essential read for researchers and postgraduate students in educational research and education psychology.

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popular textbook retains its comprehensive, insightful and accessible approach and reflects the latest changes in policy and legislation. It provides a stimulating balance between theory, research and practice as well as a unique analysis of the Page 63/86

implications for SEN of linguistic, cultural and ethnic diversity. Recognizing the complex and difficult nature of many special educational needs, the authors place a firm emphasis on inclusion and suggest practical strategies enabling professionals Page 64/86

to maximise inclusion while at the same time recognizing and supporting diversity. Key features of the third edition include: • The increasingly diverse SEN approaches and legislation across England, Wales, Scotland and Ireland, within an international Page 65/86

context • Provision and arrangements for 16-25 year olds Identification, assessment and intervention strategies for SEN from the early years • Responding to the diversity of social, emotional and mental health needs within the context of Page 66/86

behaviour and discipline in schools Special Educational Needs, Inclusion and Diversity 3E is the definitive handbook that supports teachers, educational psychologists, SENCOs, SEN specialist teachers and other professionals in working with Page 67/86

children who have SEN in an increasingly diverse society.

This collection presents researchbased interventions using existing knowledge to produce new pedagogies to teach evolution to learners more successfully,

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whether in schools or elsewhere. 'Success' here is measured as cognitive gains, as acceptance of evolution or an increased desire to continue to learn about it. Aside from introductory and concluding chapters by the editors, each chapter consists of a Page 69/86

research-based intervention intended to enable evolution to be taught successfully; all these interventions have been researched and evaluated by the chapters' authors and the findings are presented along with discussions of the implications.

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The result is an important compendium of studies from around the word conducted both inside and outside of school. The volume is unique and provides an essential reference point and platform for future work for the foreseeable future.

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A renowned climate scientist shows how fossil fuel companies have waged a thirty-year campaign to deflect blame and responsibility and delay action on climate change, and offers a battle plan for how we can save Page 72/86

the planet. Recycle. Fly less. Eat less meat. These are some of the ways that we've been told can slow climate change. But the inordinate emphasis on individual behavior is the result of a marketing campaign that has succeeded in placing the Page 73/86

responsibility for fixing climate change squarely on the shoulders of individuals. Fossil fuel companies have followed the example of other industries deflecting blame (think "guns don't kill people, people kill people") or greenwashing (think Page 74/86

of the beverage industry's "Crying Indian" commercials of the 1970s). Meanwhile, they've blocked efforts to regulate or price carbon emissions, run PR campaigns aimed at discrediting viable alternatives, and have abdicated their responsibility in Page 75/86

fixing the problem they've created. The result has been disastrous for our planet. In The New Climate War, Mann argues that all is not lost. He draws the battle lines between the people and the polluters-fossil fuel companies, right-wing plutocrats, Page 76/86

and petrostates. And he outlines a plan for forcing our governments and corporations to wake up and make real change, including: a common-sense, attainable approach to carbon pricing- and a revision of the wellintentioned but flawed currently Page 77/86

proposed version of the Green New Deal; allowing renewable energy to compete fairly against fossil fuels debunking the false narratives and arguments that have worked their way into the climate debate and driven a wedge between even those who Page 78/86

support climate change solutions combatting climate doomism and despair-mongering With immensely powerful vested interests aligned in defense of the fossil fuel status quo, the societal tipping point won't happen without the active participation of Page 79/86

citizens everywhere aiding in the collective push forward. This book will reach, inform, and enable citizens everywhere to join this battle for our planet.

In recent years, the intersection of cognitive psychology,

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developmental psychology, and neuroscience with regard to deaf individuals has received increasing attention from a variety of academic and educational audiences. Both research and pedagogy have addressed questions about Page 81/86

whether deaf children learn in the same ways that hearing children learn, how signed languages and spoken languages might affect different aspects of cognition and cognitive development, and the ways in which hearing loss influences how the brain

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processes and retains information. There are now a number of preliminary answers to these questions, but there has been no single forum in which research into learning and cognition is brought together. The Oxford Handbook of Deaf Studies Page 83/86

in Learning and Cognition aims to provide this shared forum, focusing exclusively on learning, cognition, and cognitive development from theoretical, psychological, biological, linguistic, social-emotional, and educational perspectives. Each Page 84/86

chapter includes state-of-the-art research conducted and reviewed by international experts in the area. Drawing this research together, this volume allows for a synergy of ideas that possesses the potential to move research, theory, and practice forward.

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