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It is essential for today's students to learn about science and engineering in order to make sense of the world around them and participate as informed members of a democratic society. The skills and ways of thinking that are developed and honed through engaging in scientific and engineering

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endeavors can be used to engage with evidence in making personal decisions, to participate responsibly in civic life, and to improve and maintain the health of the environment, as well as to prepare for careers that use science and technology. The majority of Americans learn most of what they

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know about science and engineering as middle and high school students. During these years of rapid change for students' knowledge, attitudes, and interests, they can be engaged in learning science and engineering through schoolwork that piques their curiosity about the phenomena around

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them in ways that are relevant to their local surroundings and to their culture. Many decades of education research provide strong evidence for effective practices in teaching and learning of science and engineering. One of the effective practices that helps students learn is to engage in science

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investigation and engineering design. Broad implementation of science investigation and engineering design and other evidence-based practices in middle and high schools can help address present-day and future national challenges, including broadening access to science and

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engineering for communities who have traditionally been underrepresented and improving students' educational and life experiences. Science and Engineering for Grades 6-12: Investigation and Design at the Center revisits America's Lab Report: Investigations in High School Science

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in order to consider its discussion of laboratory experiences and teacher and school readiness in an updated context. It considers how to engage today's middle and high school students in doing science and engineering through an analysis of evidence and examples. This report

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provides guidance for teachers, administrators, creators of instructional resources, and leaders in teacher professional learning on how to support students as they make sense of phenomena, gather and analyze data/information, construct explanations and design solutions, and

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communicate reasoning to self and others during science investigation and engineering design. It also provides guidance to help educators get started with designing, implementing, and assessing investigation and design.

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The six-volume set LNCS 8579-8584 constitutes the refereed proceedings of the 14th International Conference on Computational Science and Its Applications, ICCSA 2014, held in Guimarães, Portugal, in June/July

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2014. The 347 revised papers presented in 30 workshops and a special track were carefully reviewed and selected from 1167. The 289 papers presented in the workshops cover various areas in computational science ranging from computational science technologies to specific areas

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of computational science such as
computational geometry and security.

The use of technology can significantly
enhance educational environments for
students. It is imperative to study new

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software, hardware, and gadgets for the improvement of teaching and learning practices. The Handbook of Research on Mobile Devices and Smart Gadgets in K-12 Education is a pivotal reference source featuring the latest scholarly research on the opportunities and challenges of using

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handheld technology devices in primary and secondary education. Including coverage on a wide variety of topics and perspectives such as blended learning, game-based curriculum, and software applications, this publication is ideally designed for educators, researchers, students, and

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technology experts seeking current research on new trends in the use of technology in education.

Engineering education is emerging as an important component of US K-12 education. Across the country, students in classrooms and after- and

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out-of-school programs are participating in hands-on, problem-focused learning activities using the engineering design process. These experiences can be engaging; support learning in other areas, such as science and mathematics; and provide a window into the important role of

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engineering in society. As the landscape of K-12 engineering education continues to grow and evolve, educators, administrators, and policy makers should consider the capacity of the US education system to meet current and anticipated needs for K-12 teachers of engineering.

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Building Capacity for Teaching Engineering in K-12 Education reviews existing curricula and programs as well as related research to understand current and anticipated future needs for engineering-literate K-12 educators in the United States and determine how these needs might be addressed.

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Key topics in this report include the preparation of K-12 engineering educators, professional pathways for K-12 engineering educators, and the role of higher education in preparing engineering educators. This report proposes steps that stakeholders - including professional development

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providers, postsecondary preservice education programs, postsecondary engineering and engineering technology programs, formal and informal educator credentialing organizations, and the education and learning sciences research communities - might take to increase

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the number, skill level, and confidence of K-12 teachers of engineering in the United States.

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in the aspects of material science and material engineering. This MSME2014 proceedings tends to collect the up-to-date, comprehensive and worldwide state-of-art knowledge on material science and material engineering, including material composites, ceramic, metal alloy material, polymer

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material, building materials, environmental friendly material, material performance, etc. All of accepted papers were subjected to strict peer- reviewing by 2-4 expert referees. The papers have been selected for this volume because of quality and the relevance to the

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conference. We hope this book will not only provide the readers a broad overview of the latest research results, but also provide the readers a valuable summary and reference in these fields.

Inquiry, laboratory, project-based learning, discovery learning□which

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science instructional approach is most effective? In *Visible Learning for Science*, the authors reveal that it's not which strategy, but when, and plot a vital K-12 framework for choosing the right approach at the right time, depending on where students are within the three phases of learning:

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surface, deep, and transfer.

Synthesizing state-of-the-art science instruction and assessment with John Hattie's cornerstone educational research, this book empowers you to plan, develop, and implement high-impact instruction at each phase so all students demonstrate more than a

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year's worth of learning for every year in school.

This book uses an in-depth, phenomenological interview approach to explain the generational characteristics of today's Chinese university youths and the critical

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dispositions they believe indispensable in acquiring English as an academic language in and outside school settings. By presenting the authentic voices of the recruited participants, the book clarifies how English for academic purposes (EAP), as an emerging global phenomenon and a

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research-informed practice, enables and empowers them for conscious self-transformation and critical awareness development through language study. The book also explores issues arising in the fields of general English language teaching as well as traditional and critical EAP, and

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discusses university English language learners' learning needs and rights. The book further promotes a dynamic and transformative University EAP pedagogy of particularity, practicality, and possibility moving from the oppression of language education to its liberation, and the increasing critical

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consciousness among the present and future university youths in a time of great social changes.

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