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Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Technology-Supported Teaching and Research Methods for Educators provides innovative insights into the utilization and maintenance of technology-supported teaching and research methods for educators. The content within this publication represents the work of e-learning, digital technologies, and current issues and trends in the field of teaching and learning in the context of contemporary technologies. It is a vital reference source for school educators, professionals, school administrators, academicians, researchers, and graduate-level students seeking coverage on topics centered on the integration of effective technologies that will support educators and students.

In the current educational environment, there has been a shift towards online learning as a replacement for the traditional in-person classroom experience. With this new environment comes new technologies, benefits, and challenges for providing courses to students through an entirely digital environment. With this shift comes the necessary research on how to utilize these online courses and how to develop effective online educational materials that fit student needs and encourage student learning, motivation, and success. The optimization of these online tools requires a deeper look into curriculum, instructional design, teaching techniques, and new models for student assessment and evaluation. Information on how to create valuable online course content, engaging lesson plans for the digital space, and meaningful student activities online are only a few of many current topics of interest for promoting student achievement through online learning. The Research Anthology on Developing Effective Online Learning Courses provides multiple perspectives on how to develop engaging and effective online learning courses in the wake of the rapid digitalization of education. This book includes topics focused on online learners, online course content, effective online instruction strategies, and instructional design for the online environment. This reference work is ideal for curriculum developers, instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students interested in the latest research on how to create online learning courses that promote student success.

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as the diploma disease takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog. Angela W. Little, Professor Emerita, Institute of Education, University College London This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings. Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations. Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

Gives a brief overview of regional issues and a history of education in Lithuania and describes the development of education in the country since the political changes. Then an analysis is presented of the entire education system and identifies key directions for educators, parents and students under very dynamic conditions.

As developing and transition economies enter the next phase of reforms, labor market issues increasingly come to the fore. With the increased competition from globalization, the discussion is shifting to the need for greater labor market flexibility and the creation of "good" jobs. Moreover, the greater actual and perceived insecurity in labor markets has generated a new agenda on how to structure safety nets and labor market regulation. The older questions of the links between the formal and informal labor market, reappear with new dimensions and significance. More generally, it is clear that an accurate understanding of how labor market structures function is essential if we are to analyze alternative policy proposals in the wake of these concerns. Oddly enough, in spite of this great importance, there are no recent monographs that bring together rigorous studies produced by academic researchers on these various issues. This book fills that gap. Under the steely editorship of Ravi Kanbur and Jan Svejnar, the contributors flourish in their attempts to enliven these debates.

The volume of research into the economics of education has grown rapidly in recent years. In this comprehensive new Handbook, editors Eric Hanushek, Stephen Machin, and Ludger Woessmann assemble original contributions from leading researchers, addressing contemporary advances in the field. Each chapter illuminates major methodological and theoretical developments and directs the reader to productive new lines of research. As a result, these concise overviews of the existing literature offer an essential "jumpstart" for both students and researchers alike. Demonstrates how new methodologies are yielding fresh perspectives in education economics Uses rich data to study issues of high contemporary policy relevance Explores innovations in higher education, competition, and the uses of technology

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