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Higher education in post-apartheid South Africa was always likely to attract academic interest, and yet there remains a dearth of research on creating teaching and learning spaces suitable for students from diverse backgrounds. Using examples from higher education institutions across the Southern African Developing Community (SADC) region, this volume explores the ways teaching and learning spaces are being used to advance the transformation agenda of higher education in these regions, and provides concrete recommendations for the future. The book is sure to appeal to academics from a variety of disciplines - from African, African American and ethnic studies to education and sociology. It will be of particular interest to teacher trainers, administrators and policy-makers working in higher education, and anyone else with a stake in managing cultural diversity in education.

This edited book aims to provide a global perspective on socioscientific issues (SSI), responsible citizenship and the relevance of science, with an emphasis on science teacher education. The volume, with more than twenty-five contributors from Africa, North and South America, Asia, Australasia and Europe, focuses on examples from in- and pre-service teacher training. The contributors expand on issues related to teachers' beliefs about teaching SSI, teachers' challenges when designing and implementing SSI-related activities, the role of professional development, both in pre- and in-service teacher training, in promoting SSI, the role of the nature of science when teaching SSI, promoting scientific practices through SSI in pre-service teaching, and the role of indigenous knowledge in SSI teaching. Finally, the book discusses new perspectives for addressing SSI in teacher education through the lens of relevance and responsible citizenship.

This edited book provides a global view on evolution education. It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern Europe, Western Europe, North Africa, South Africa, North America, South America,Middle East, Far East, South East Asia, Australia, and New Zealand.Studies in evolution education literature can be divided into three main categories: (a) understanding the interrelationships among cognitive, affective, epistemological, and religious factors that are related to peoples' views about evolution, (b) designing, implementing, evaluating evolution education curriculum that reflects contemporary evolution understanding, and (c) reducing antievolutionary attitudes. This volume systematically summarizes the evolution education literature across these three categories for each country or geographical region. The individual chapters thus include common elements that facilitate a cross-cultural meta-analysis. Written for a primarily academic audience, this book provides a much-needed common background for future evolution education research across the globe.

Many studies have highlighted the importance of discourse in scientific understanding. Argumentation is a form of scientific discourse that plays a central role in the building of explanations, models and theories. Scientists use arguments to relate the evidence that they select from their investigations and to justify the claims that they make about their observations. The implication is that argumentation is a scientific habit of mind that needs to be appropriated by students and explicitly taught through suitable instruction. Edited by Sibel Erduran, an internationally recognised expert in chemistry education, this book brings together leading researchers to draw attention to research, policy and practice around the inclusion of argumentation in chemistry education. Split into three sections: Research on Argumentation in Chemistry Education, Resources and Strategies on Argumentation in Chemistry Education, and Argumentation in Context, this book blends practical resources and strategies with research-based evidence. The book contains state of the art research and offers educators a balanced perspective on the theory and practice of argumentation in chemistry education.

This book explores the complexities of curriculum studies by taking into account African perspectives of curriculum theory, curriculum theorising and the theoriser. It provides alternative pathways to the curriculum discourse in Africa by breaking traditions and experimenting on alternative approaches.

Once ice-bound, difficult to access, and largely ignored by the rest of the world, the Arctic is now front and center in the midst of many important questions facing the world today. Our daily weather, what we eat, and coastal flooding are all interconnected with the future of the Arctic. The year 2012 was an astounding year for Arctic change. The summer sea ice volume smashed previous records, losing approximately 75 percent of its value since 1980 and half of its areal coverage. Multiple records were also broken when 97 percent of Greenland's surface experienced melt conditions in 2012, the largest melt extent in the satellite era. Receding ice caps in Arctic Canada are now exposing land surfaces that have been continuously ice covered for more than 40,000 years. What happens in the Arctic has far-reaching implications around the world. Loss of snow and ice exacerbates climate change and is the largest contributor to expected global sea level rise during the next century. Ten percent of the world's fish catches comes from Arctic and sub-Arctic waters. The U.S. Geological Survey estimated that up to 13 percent of the world's remaining oil reserves are in the Arctic. The geologic history of the Arctic may hold vital clues about massive volcanic eruptions and the consequent release of massive amount of coal fly ash that is thought to have caused mass extinctions in the distant past. How will these changes affect the rest of Earth? What research should we invest in to best understand this previously hidden land, manage impacts of change on Arctic communities, and cooperate with researchers from other nations? The Arctic in the Anthropocene reviews research questions previously identified by Arctic researchers, and then highlights the new questions that have emerged in the wake of and expectation of further rapid Arctic change, as well as new capabilities to address them. This report is meant to guide future directions in U.S. Arctic research so that research is targeted on critical scientific and societal questions and conducted as effectively as possible. The Arctic in the Anthropocene identifies both a disciplinary and a cross-cutting research strategy for the next 10 to 20 years, and evaluates infrastructure needs and collaboration opportunities. The climate, biology, and society in the Arctic are changing in rapid, complex, and interactive ways. Understanding the Arctic system has never been more critical; thus, Arctic research has never been more important. This report will be a resource for institutions, funders, policy makers, and students. Written in an engaging style, The Arctic in the Anthropocene paints a picture of one of the last unknown places on this planet, and communicates the excitement and importance of the discoveries and challenges that lie ahead.

Bringing together international research on nature of science (NOS) representations in science textbooks, the unique analyses presented in this volume provides a global perspective on NOS from elementary to college level and discusses the practical implications in various regions across the globe. Contributing authors highlight the similarities and differences in NOS representations and provide recommendations for future science textbooks. This comprehensive analysis is a definitive reference work for the field of science education.

This electronic version has been made available under a Creative Commons (BY-NC-ND) open access license. Never before have the scope and limits of scientific freedom been more important or more under attack. New science, from artificial intelligence to gene editing, creates unique opportunities for making the world a better place. It also presents unprecedented dangers. This book is about the opportunities and challenges –

moral, regulatory and existential – that face both science and society. How are scientific developments impacting on human life and on the structure of societies? How is science regulated and how should it be regulated? Are there ethical boundaries to scientific developments in sensitive areas? Such are the questions that the book seeks to answer. Both the survival of humankind and the continued existence of our planet are at stake.

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