

569 Academic Calendar For Second Semester 2014 2015 Session For Regular Programmes

Elspeth Jones, Sally Brown

Education at a Glance 2017 Organization for Economic Cooperation and Development, 2017-10-02 Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. With more than 125 charts and 145 tables included in the publication and much more data available on the educational database, Education at a Glance 2017 provides key information on the output of educational institutions; the impact of learning across countries; the financial and human resources invested in education; access, participation and progression in education; and the learning environment and organisation of schools. The 2017 edition presents a new focus on fields of study, investigating both trends in enrolment at upper secondary and tertiary level, student mobility, and labour market outcomes of the qualifications obtained in these fields. The publication also introduces for the first time a full chapter dedicated to the Sustainable Development Goals, providing an assessment of where OECD and partner countries stand on their way to meeting the SDG targets. Finally, two new indicators are developed and analysed in the context of participation and progress in education: an indicator on the completion rate of upper secondary students and an indicator on admission processes to higher education. The report covers all 35 OECD countries and a number of partner countries (Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Lithuania, the Russian Federation, Saudi Arabia and South Africa). The Excel(tm) spreadsheets used to create the tables and charts in Education at a Glance are available via the StatLinks provided throughout the publication.

The Responsible University Mads Peter Sørensen, Lars Geschwind, Jouni Kekäle, Rómulo Pinheiro, 2019-01-01 This book explores how the notion of the responsible university manifests itself at various levels within Nordic higher education. As the impetus of the knowledge society has catapulted the higher education sector to the forefront of policy agendas, universities and other types of higher education institutions face increasing scrutiny, assessment and accountability. This book examines this phenomenon using the Nordic countries as cases in point, given the strong public commitment towards widening participation and public research investments. The editors and contributors analyse the history and current transformations of the idea of the responsible university, investigate new innovations in the educational landscape and look into how

universities have begun to organise themselves to become more responsible. Drawing together scholars from the humanities and the social sciences, this interdisciplinary collection will be of interest and value to students and scholars of the role and nature of the modern university, in addition to practitioners and policy makers tasked with finding solutions to address the competing and often contradictory demands posed by a responsibility agenda. .

New Developments in Goal Setting and Task Performance Edwin A. Locke, Gary P. Latham, 2013-01-03 This book concentrates on the last twenty years of research in the area of goal setting and performance at work. The editors and contributors believe goals affect action, and this volume has a lineup of international contributors who look at the recent theories and implications in this area for IO psychologists and human resource management academics and graduate students.

Facilitating Reflective Learning In Higher Education Brockbank, Anne, McGill, Ian, 2007-05-01 This revised edition includes the most current thinking on reflective learning, as well as stories from academics and students that bring to life the practical impact of reflection in action. Based on sound theoretical concepts, the authors offer a range of solutions for different teaching situations, taking into account factors such as group size, physical space, and technology. They also offer facilitation rather than traditional teaching methods as a productive and useful skill that helps teachers and encourages students to interact and develop reflexive skills that can be used beyond their student years.

Investing against evidence Marope, P.T.M., Kaga, Yoshie, 2015-08-17

Strengthening Forensic Science in the United States National Research Council, Division on Engineering and Physical Sciences, Committee on Applied and Theoretical Statistics, Policy and Global Affairs, Committee on Science, Technology, and Law, Committee on Identifying the Needs of the Forensic Sciences Community, 2009-07-29 Scores of talented and dedicated people serve the forensic science community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that change and advancements, both systematic and scientific, are needed in a number of forensic science disciplines to ensure the reliability of work, establish enforceable standards, and promote best practices with consistent application. *Strengthening Forensic Science in the United States: A Path Forward* provides a detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. *Strengthening Forensic Science in the United States* gives a full account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-action for congress and

policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators.

Issues and trends in education for sustainable development Leicht, Alexander, Heiss, Julia, Won Jung Byun, 2018-02-19 Education for Sustainable Development (ESD) is globally acknowledged as a powerful driver of change, empowering learners to make decisions and take actions needed to build a just and economically viable society respectful of both the environment and cultural diversity.

Review of Maritime Transport 2020 United Nations, 2021-01-06 This series contains the decisions of the Court in both the English and French texts.

Attributing Development Impact James Copestake, Marlies Morsink, Fiona Remnant, 2019 Attributing Development Impact brings together responses using an innovative impact evaluation approach called the Qualitative Impact Protocol (QuIP). This is a transparent, flexible and relatively simple set of guidelines for collecting, analysing and sharing feedback from intended beneficiaries about significant drivers of change in their lives.

The State of the World's Children 2019 United Nations Publications, 2020-02-28 This report examines nutrition, providing a fresh perspective on a rapidly evolving challenge. Despite progress in the past two decades, around 200 million under-fives suffer from undernutrition. Adding to this toll is rising obesity, which affects 38 million children. All these forms of malnutrition threaten children's development, while obesity is creating a lifelong legacy of disease. At the heart of this evolving challenge is a global shift towards modern diets that do not meet children's nutritional requirements. The report provides unique data and analysis of malnutrition in the 21st century and outlines recommendations to put children's needs at the heart of global and national food systems.

Defending Checks and Balances in EU Member States Armin von Bogdandy, Piotr Bogdanowicz, Iris Canor, Christoph Grabenwarter, Maciej Taborowski, Matthias Schmidt, 2021-01-05 This open access book deals with Article 7 TEU measures, court proceedings, financial sanctions and the EU Rule of Law Framework to protect EU values with a particular focus on checks and balances in EU Member States. It analyses substantive standards, powers, procedures as well as the consequences and implications of the various instruments. It combines the analysis of the European level, be it the EU or the Council of Europe, with that of the national level, in particular in Hungary and Poland. The LM judgment of the European Court of Justice is made subject to detailed scrutiny.

The Political Economy of the 2014-2020 Common Agricultural Policy Johan F.M. Swinnen, 2015-07-30 After five years of debates, consultations and negotiations, the European institutions reached an agreement in 2013 on the Common Agricultural Policy (CAP) for the 2014-2020 period. The outcome has major implications for the EU's budget and farmers' incomes, but also for Europe's environment, its contribution to global climate change and to food security in the EU and in

the world. It was decided to spend more than €400 billion during the rest of the decade on the CAP. The official claims are that the new CAP will take better account of society's expectations and lead to far-reaching changes by making subsidies fairer and 'greener' and making the CAP more efficient. It is also asserted that the CAP will play a key part in achieving the overall objective of promoting smart, sustainable and inclusive growth. However, there is significant scepticism about these claims and disappointment with the outcome of the decision-making, the first in which the European Parliament was involved under the co-decision procedure. In contrast to earlier reforms where more substantive changes were made to the CAP, the factors that induced the policy discussions in 2008-13 and those that influenced the decision-making did not reinforce each other. On the contrary, they sometimes counteracted one another, yielding an 'imperfect storm' as it were, resulting in more status quo and fewer changes. This book discusses the outcome of the decision-making and the factors that influenced the policy choices and decisions. It brings together contributions from leading academics from various disciplines and policy-makers, and key participants in the process from the European Commission and the European Parliament.

Sustainable Ecological Engineering Design Lloyd Scott, Mohammad Dastbaz, Christopher Gorse, 2020-06-29 Through research and proven practice, the aim of the International Conference of Sustainable Ecological Engineering Design for Society (SEEDS) is to foster ideas on how to reduce negative impacts on the environment while providing for the health and well-being of society. The professions and fields of research required to ensure buildings meet user demands and provide healthy enclosures are many and diverse. The SEEDS conference addresses the interdependence of people, the built and natural environments, and recognizes the interdisciplinary and international themes necessary to assemble the knowledge required for positive change.

Skills for growth Great Britain: Department for Business, Innovation and Skills, 2009-11-11 Our economic recovery and long term prosperity depends on people who are not only highly skilled but also appropriately skilled for the changing economy. In this respect skills policy must be based on the twin objectives of wider and more flexible access to skills training and a greater focus on the evolving nature of the skills required for the modern world. This report outlines policy proposals in line with these objectives. The aspects covered include: Promoting skills for economic prosperity; expanding apprenticeships; responding to businesses and key sectors; equipping adults for future jobs; raising business investment in workforce productivity; improving training in a simpler system. The ultimate goal is that 'three-quarters of people should participate in higher education or complete an advanced apprenticeship or equivalent technician level course by the age of 30'

Internationalising Higher Education Elspeth Jones, Sally Brown, 2007-05-14 With increasing numbers of international students, this book explores how best to broaden the approaches to learning and teaching in the higher/further education environment. Rather than seeing internationalization as a problem to be addressed, this text embraces the opportunities for the enrichment of the learning environment through a values-driven approach to internationalization. Taking a positive and

practical approach to internationalizing higher education, the book considers a range of questions about how to bring in global perspectives to the learning environment and education provision. Packed with case studies and vignettes from around the globe, the book proposes that the international student lies at the heart of the university as a source of cultural capital and intentional diversity, enriching the learning experience, enhancing staff experience and building a more powerful learning community.

IB WORLD SCHOOLS YEARBOOK 2019 ,2019

Education under attack - 2010 Brendan O'Malley,2010 Presents a global study on targeted political and military violence against education staff, students, teachers, union and government officials and institutions.

Internships, Employability and the Search for Decent Work Experience Andrew Stewart,Rosemary Owens,Niall O'Higgins,Anne Hewitt,2021-06-25 This groundbreaking book examines the growing phenomenon of internships and the policy issues they raise, during a time when internships or traineeships have become an important way of transitioning from education into paid work.

Practice-based Learning in Higher Education Monica Kennedy,Stephen Billett,Silvia Gherardi,Laurie Grealish,2015-02-10 This book addresses issues confronting universities' attempts to integrate practice-based learning in higher education curriculum, yet which reveals the jostling of cultures which exist within and amongst the academy, industry, government and professional bodies and other educational providers. The book engages theory in practices, and draws upon research highlighting the issues and transactions that emerge with implementation of work integrated learning arrangements as uses these resources to discuss and develop further both theoretical premises and procedural contributions. The illustrative cases derive utilise metaphors of culture in their exploration of the epistemologies, structures, politics, histories and rituals which constrain program opportunity and success in making these advances. The volume comprises two main sections, the first laying out focal issues in the integration of learning and work in higher education. This section presents the issues at multiple levels of analysis and in theoretical terms. This section provides a foundation for the second section of the book which introduces a number of research studies illustrative of the issues theorised in the first. The cases highlight the practice of workplace and higher education pedagogy. They provide thick descriptions of experiences of integration and are explicitly focused on the implementation of work integrated programs in higher education. The volume commences with an introductory chapter which sets out the range of issues addressed both theoretically and through illustration in the book and a final chapter critically reviews the contributions and acts to provide a cohesive picture of the learning practices of work and higher education and the possibilities of their integration.

Conflict Or Consent? Marcus Colchester,Sophie Chao,2015-07

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