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The debate over whether class size matters for teaching and learning is one of the most enduring, and aggressive, in education research. Teachers often insist

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that small classes benefit their work. But many experts argue that evidence from research shows class size has little impact on pupil outcomes, so does not matter, and this dominant view has informed policymaking internationally. Here, the lead researchers on the world's biggest study into class size effects present a

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counter-argument. Through detailed analysis of the complex relations involved in the classroom they reveal the mechanisms that support teachers' experience, and conclude that class size matters very much indeed. Drawing on 20 years of systematic classroom observations, surveys of practitioners,

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detailed case studies and extensive reviews of research, Peter Blatchford and Anthony Russell contend that common ways of researching the impact of class size are limited and sometimes misguided. While class size may have no direct effect on pupil outcomes, it has, they say, significant force through interconnections

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with classroom processes. In describing these connections, the book opens up the everyday world of the classroom and shows that the influence of class size is everywhere. It impacts on teaching, grouping practices and classroom management, the quality of peer relations, tasks given to pupils, and on the time

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teachers have for marking, assessments and understanding the strengths and challenges for individual pupils. From their analysis, the authors develop a new social pedagogical model of how class size influences work, and identify policy conclusions and implications for teachers and schools.

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This useful guide educates students in the preparation of literature reviews for term projects, theses, and dissertations. The authors provide numerous examples from published reviews that illustrate the guidelines discussed throughout the book.
? New to the seventh edition: ? Each

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chapter breaks down the larger holistic review of literature exercise into a series of smaller, manageable steps Practical instructions for navigating today's digital libraries Comprehensive discussions about digital tools, including bibliographic and plagiarism detection software Chapter activities that reflect the book's updated

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content New model literature reviews
Online resources designed to help
instructors plan and teach their courses
(www.routledge.com/9780415315746).

Much debate, research and commentary
about class sizes in schools is limited
because of an exclusive concern with class

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size and pupil academic attainment, and a neglect of classroom processes, which might help explain class size effects (or lack of them). Very little is known about the central question: how can teachers make the most of class size changes? Much of the commentary on class size effects has focused on Western and

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English-speaking countries but there are promising developments elsewhere, particularly the 'Small Class Teaching' initiatives in East Asia in the past decade, which have brought new knowledge and practical wisdom to the class size debate. This book seeks to move toward a clearer view of what we know and do not know

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about class size effects, and to identify future steps in terms of policy and research. There is a huge and exciting potential for international collaboration on knowledge concerning class size effects which can help with research-informed policy. The book aims to draw out Eastern and Western international contexts which

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underpin any understanding of the role of class size in school learning. The book has chapters by an international team of experts on class size effects, including Maurice Galton and John Hattie. Chapters are organised into four main sections: Socio-cultural and political contexts to the class size debate in the East and West;

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Research evidence on class size; Class size and classroom processes likely to be related to class size changes; Professional development for small class teaching in East Asia.

Becoming a Scholar provides a window into the lives of nine non-traditional

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doctoral students. As mature, part-time, international students enrolled in a professional doctorate programme, they reflect on the transformation process of becoming scholars, and their narratives provide breadth and depth to themes that represent a diverse cross-section of cultures, identities and communities.

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Recognising that the process of becoming a scholar is as much internal as it is external, the book provides an opportunity to engage with authentic personal stories that remain firmly rooted in academic literature. By bringing the 'human face' behind the doctoral journey to the forefront, the narratives draw much-

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needed attention to the personal journey that inevitably parallels and intersects with the academic journey. Although the narratives are drawn from a professional Doctor in Education (EdD) programme based in the UK, the struggles are sure to resonate with a much wider range of doctoral students and academics, sparking

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lively discussion, debate and reflection. A must-read for students preparing to embark on the doctoral journey, and essential reading for doctoral programmes that wish to equip students with important knowledge about the challenges ahead.

Faced with a global threat to food security,

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it is perfectly possible that society will respond, not by a dystopian disintegration, but rather by reasserting co-operative traditions. This book, by a leading expert in urban agriculture, offers a genuine solution to today's global food crisis. By contributing more to feeding themselves, cities can allow breathing space for the

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rural sector to convert to more organic sustainable approaches. Biel's approach connects with current debates about agroecology and food sovereignty, asks key questions, and proposes lines of future research. He suggests that today's food insecurity – manifested in a regime of wildly fluctuating prices – reflects not just

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temporary stresses in the existing mode of production, but more profoundly the troubled process of generating a new one. He argues that the solution cannot be implemented at a merely technical or political level: the force of change can only be driven by the kind of social movements which are now daring to

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challenge the existing unsustainable order. Drawing on both his academic research and teaching, and 15 years' experience as a practicing urban farmer, Biel brings a unique interdisciplinary approach to this key global issue, creating a dialogue between the physical and social sciences

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The present book is the outcome of an Advanced Study Institute meeting, which was held in Kallithea, Chalkidiki, in Northern Greece, from 12-25 May 1991 and attended by 69 delegates from 18 countries. The Institute brought together scientists, engineers and technologists

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currently involved in basic and applied research on the different aspects of flotation. The Institute covered subjects in four major areas of flotation: a) fundamentals; b) chemical technology aspects; c) mineral processing; and d) water and wastewater treatment. Apart from the papers reproduced in this

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volume, several short oral communications were also presented. Participants also had the opportunity to visit the Hellenic Chemical Products & Fertilizers Co. Ltd. mixed sulphides plant, in Chalkidiki. Conference participants, whose interest and research projects are in this broad field of science and

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engineering, provided a well-informed discussion of the problems encountered, as well as possible directions of future technological developments. It is hoped that this book is not only a good record of the presentations made (formal and informal), analyzing the state-of-the-art in flotation, but will also be helpful for

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students, scientists and technologists working in the fields of separation processes and in particular mineral processing and wastewater engineering. All the invited speakers and the participants made this summer school possible, worthwhile and enjoyable. The sponsorship by the NATO Scientific

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Affairs Division is gratefully acknowledged. The Editors would like to thank the members of the Organizing Committee, Dr. B.A.

This two-volume set of LNCS 11871 and 11872 constitutes the thoroughly refereed conference proceedings of the 20th

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International Conference on Intelligent Data Engineering and Automated Learning, IDEAL 2019, held in Manchester, UK, in November 2019. The 94 full papers presented were carefully reviewed and selected from 149 submissions. These papers provided a timely sample of the latest advances in

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data engineering and machine learning, from methodologies, frameworks, and algorithms to applications. The core themes of IDEAL 2019 include big data challenges, machine learning, data mining, information retrieval and management, bio-/neuro-informatics, bio-inspired models (including neural networks,

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evolutionary computation and swarm intelligence), agents and hybrid intelligent systems, real-world applications of intelligent techniques and AI.

For 50 years, educator and sociologist Geoff Whitty resolutely pursued social justice through education, first as a

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classroom teacher and ultimately as the Director of the Institute of Education in London. The essays in this volume - written by some of the most influential authors in the sociology of education and critical policy studies - take Whitty's work as the starting point from which to examine key contemporary issues in

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education and the challenges to social justice that they present. Set within three themes of knowledge, policy and practice in education, the chapters tackle the issues of defining and accessing 'legitimate' knowledge, the changing nature of education policy under neoliberalism and globalization, and the reshaping of teacher

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workplaces and professionalism – as well as attempts to realize more emancipatory practice. Whitty's scholarship on what constitutes quality and impact in educational research is also explored. Together, the essays open a window on a life in the sociology of education, the scholarly community of which it was part,

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and the facets of education policy, practice and research that they continue to reveal and challenge in pursuit of social justice. They celebrate Whitty as one of the foremost sociologists of education of his generation, but also as a friend and colleague. And they highlight the continued relevance of his contribution to

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those seeking to promote fairer and more inclusive education systems.

Advances in Cardiac Imaging presents the latest information on heart disease and heart failure, major causes of death among western populations. In addition, the text explores the financial burden to public

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healthcare trusts and the vast amount of research and funding being channeled into programs not only to prevent such diseases, but also to diagnose them in early stages. This book provides readers with a thorough overview of many advances in cardiac imaging. Chapters include technological developments in

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cardiac imaging and imaging applications in a clinical setting with regard to detecting various types of heart disease. Presents a thorough overview of cardiac imaging technology Addresses specific applications for a number of cardiac diseases and how they can improve diagnoses and treatment protocols

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Includes technological developments in cardiac imaging and imaging applications in a clinical setting

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Rethinking Class Size: The complex story
of impact on teaching and learning

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