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12. Spelling errors If
recognisable, accept
the answer, provided
it does not mean
something else in Life
Sciences or if it is out
of context. 13. If
common names are
given in terminology

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Sciences, provided it was accepted at the national memo discussion meeting.

14. If only the letter is asked for, but only the name is given (and vice versa)

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Analysis of past
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developments in
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teacher education in
Pakistan has shown
that substantial
progress has been
made in this field. It
has, however, been
pointed out that
education of science
teachers still needs
much improvement.

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At the present, there is an emergent need to meet the shortage of qualified science teachers and at the same time to bring qualitative improvements in the courses offered in teacher education institutions. First, we recommend that the 1-year duration of teacher preparation

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is grossly inadequate for all teaching courses, and should be lengthened, and the qualifications for entrance be increased. We believe that teaching must be made a graduate profession. For example, the basic qualification of primary school teachers for

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admission to teacher education institution should be increased.

We recommend that PTC should be made a 12 + 2 year

program. Similarly, CT, 12 + 3; B. Ed. , 14 + 2; B. S. Ed. , 12 + 4; M. A. Ed. , 14 + 3; and M. Ed. one year after B. Ed. or B. S. Ed.

Secondly, we think the quality of

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instruction in teacher preparation programs should be improved. Most teachers in the teacher preparation institutions use the lecture method most of the time.

Prospective teachers behave like passive listeners to their teachers. They do not participate in the

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teaching/learning

process. Some
instructors even

dictate their notes to
the preservice

teachers. When the
teachers join schools,
they behave the
same way.

This book discusses
the scope of science
education research
and practice in Asia. It

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is divided into five sections: the first consists of nine chapters providing overviews of science education in Asia (China, Lebanon, Macau, Malaysia, Mongolia, Oman, Singapore, Taiwan, and Thailand). The second section offers chapters on content analysis of research

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articles, while the
third includes three
chapters on
assessment and
curriculum. The
fourth section
includes four
chapters on
innovative
technology in science
education; and the
fifth section consists
of four chapters on
professional

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development, and
informal learning.
Each section also has
additional chapters
providing specific
comments on the
content. This
collection of works
provides readers with
a starting point to
better understand
the current state of
science education in
Asia.

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Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States'

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position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new

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that will capture
students' interest and
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knowledge in the
field. A Framework
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expectations for
students in science

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and engineering in
grades K-12. These
expectations will
inform the
development of new
standards for K-12
science education
and, subsequently,
revisions to
curriculum,
instruction,
assessment, and
professional
development for

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Sciences. This book
identifies three
dimensions that
convey the core ideas
and practices around
which science and
engineering
education in these
grades should be
built. These three
dimensions are:
crosscutting concepts
that unify the study
of science through

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their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the

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science. The
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overarching goal is
for all high school
graduates to have
sufficient knowledge
of science and
engineering to
engage in public
discussions on
science-related
issues, be careful
consumers of
scientific and

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technical
information, and
enter the careers of
their choice. A
Framework for K-12

Science Education is
the first step in a
process that can
inform state-level
decisions and achieve
a research-grounded
basis for improving
science instruction
and learning across

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the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

A resource for middle
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Summative
assessment has been

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the francophone and anglophone worlds are household names and represent milestone events in people's lives, as their outcomes are principal determinants of young people's future prospects.

These examinations are external--they are devised, conducted

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and processed by agencies outside the schools, usually ministerial examination units. As such, they act as 'blind' arbiters of student achievement, providing the proverbial 'level playing field' which ensures the comparability of outcomes. In the

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pyramidal school structures of yesteryear, examinations acted as filters, regulating the progression of pupils to subsequent tiers of formal education. Exit points occurred from primary school level up, from where unsuccessful candidates could

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enter the labour force and/or embark on occupationally specific further education and training. With the modernisation of the labour market and an ever-higher social demand for access to higher levels of formal education, the filtering function of examinations at

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lower levels of schooling has been gradually eroded, while burgeoning numbers of students at the upper secondary level have brought about reforms that include curricular diversification and sometimes radical overhauls of terminating

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assessment systems
(including the
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modification and, in
some instances,
abandonment of
external
examinations). This
edited volume brings
together the
experiences of
twenty examination
systems from around
the world to show
how these dynamic

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entities have adapted over time to the changing context of schooling. Following an introduction by Stephen P.

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attention it pays to what it calls the 'nuts and bolts' of external examinations, from question-setting to grading procedures.

These are, it is argued, instrumental in nurturing and maintaining public

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