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A Magazine of Africa for Africa Oswaal Books and Learning Private Limited

The aim of this study was to investigate how an experienced chemistry teacher gains and refines her pedagogical content knowledge (PCK) by cooperating with two grade 12

students (age 18) as coteachers while teaching chemical bonding in a grade 10 Upper secondary class. The study has been conducted from a sociocultural perspective, especially Vygotsky's zone of proximal development (ZPD) (Vygotsky, 1978). Other theoretical concepts and models that has framed this study are Shulman's Pedagogical content knowledge (PCK) and Pedagogical reasoning and action model (Shulman, 1986, 1987). When analysing the data, Magnusson, Krajcik, and Borko's (1999) model of PCK and the 2017 Refined consensus model of PCK (Carlson, Daehler, et al., in press) was used. Empirical data was collected by video- and audio recorded lessons, coreflection sessions, coplanning sessions and interviews. During 10 weeks, about 28 hours of video and audio recordings was collected. Selected parts of the material were transcribed and analysed in order to answer two questions: (1) How can chemistry teachers refine their PCK when coteaching together with senior students in an Upper secondary science class? (2) How do Upper secondary senior student coteachers' conceptual knowledge of representations and chemical bonding shape a teacher's

foundation of personal PCK (pPCK) when teaching chemical bonding in an Upper secondary science class? The results relating to research question one indicates that the coteachers contributed with their own learning experiences to help the teacher understand how students perceive difficult concepts. The coteachers were mediating between the teacher and the students, thus bridging the gap between the teacher and the students' frames of references. The experienced chemistry teacher improved her understanding of students' thinking about themselves as learners of chemical bonding. Regarding the second research question, the findings showed that the creative process of reconstructing concepts of chemical bonding in the coplanning sessions meant that these were a useful tool for developing new teaching strategies and to further develop representations such as drama to illustrate chemical bonding. Together, the teacher and student coteachers, constructed a new representation that better illustrated polar covalent bonding. Taken together, these results provide important insights into how the chemistry teacher's pPCK was refined and how the coteachers contributed to improve

instructional strategies.

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What activities might a teacher use to help children explore the life cycle of butterflies? What does a science teacher need to conduct a "leaf safari" for students? Where can children safely enjoy hands-on experience with life in an estuary? Selecting resources to teach elementary school science can be confusing and difficult, but few decisions have greater impact on the effectiveness of science teaching. Educators will find a wealth of information and expert guidance to meet this need in *Resources for Teaching Elementary School Science*. A completely revised edition of the best-selling resource guide *Science for Children: Resources for Teachers*, this new book is an annotated guide to hands-on, inquiry-centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade. (Companion volumes for middle and high school are planned.) The guide annotates about 350 curriculum packages, describing the activities involved and what students learn. Each annotation lists recommended grade levels, accompanying materials and kits or suggested equipment, and ordering information. These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to: Ask questions and find their own answers. Experiment productively. Develop patience, persistence, and confidence in their own ability to solve real problems. The entries in the curriculum section are grouped by scientific area--Life Science, Earth Science, Physical Science, and Multidisciplinary and Applied Science--and by type--core materials, supplementary materials, and science activity books. Additionally, a section of references for teachers provides annotated listings of books about science and teaching, directories and guides to science trade books, and magazines that will help teachers enhance their students' science education. *Resources for Teaching Elementary School Science* also lists by region and state about 600 science centers, museums, and zoos where teachers can take students for interactive science experiences. Annotations highlight almost 300 facilities that make significant efforts to help teachers. Another section describes more

than 100 organizations from which teachers can obtain more resources. And a section on publishers and suppliers give names and addresses of sources for materials. The guide will be invaluable to teachers, principals, administrators, teacher trainers, science curriculum specialists, and advocates of hands-on science teaching, and it will be of interest to parent-teacher organizations and parents.

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The World's Paper Trade Review Oswaal Books and Learning Private Limited

This book focuses on the National College Entrance Exam (NCEE), an important measurement of education quality in China, from both education economics and education policy perspectives. It provides a better understanding and stimulates more sophisticated evaluations of NCEE-related policies in China from the perspectives of education equity, the effectiveness of education input, and education quality. This book reports inspiring findings based on high-quality individual level data, innovative measurement design, and various appropriate identification strategies. The most import conclusion is that both education equity and quality can be achieved using well-designed policies based on solid empirical evidence. This is likely the first book published in English to discuss the NCEE so extensively from multiple perspectives using concrete evidence.

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Rare Metal Extraction by Chemical Engineering Techniques describes the use of chemical engineering techniques in the extraction and purification of rare metals such as uranium, thorium,

and zirconium as well as hafnium, titanium, beryllium, and vanadium. The various chemical extraction stages from ore to metal are discussed. Comprised of nine chapters, this book begins with an examination of ore breakdown processes including dilute acid leaching and the breakdown of concentrated acids, alkalis, and fluorides as well as chlorination. The reader is then introduced to ion-exchange purification; solvent extraction; and dryway conversion processes. Subsequent chapters focus on metal production by high-temperature reduction techniques; molten salt electrolytic processes; and iodide decomposition processes. The final chapter includes a selection of complete flowsheets for the extraction and purification rare metals from ores. This monograph will be of value to metallurgists, chemical engineers, chemists, and others who are interested in the extraction of rare metals.

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10 in ONE CBSE Study Package Chemistry class 12 with 5 Sample Papers is another innovative initiative from Disha Publication. This book provides the excellent approach to Master the subject. The book has 10 key ingredients that will help you achieve success. 1. Chapter Utility Score 2. All India Board 2017 Solved Paper 3. Exhaustive theory based on the syllabus of NCERT books along with the concept maps for the bird's eye view of the chapter 4. NCERT Solutions: NCERT Exercise Questions. 5. VSA, SA & LA Questions: Sufficient

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This volume emphasizes the role of chemical education for development

and, in particular, for sustainable development in Africa, by sharing experiences among specialists across the African continent and with specialists from other continents. It considers all areas and levels of chemistry education, gives specific attention to known major challenges and encourages explorations of novel approaches. The chapters in this book describe new teaching approaches, approach-explorations and in-class activities, analyse educational challenges and possible ways of addressing them and explore cross-discipline possibilities and their potential benefits for chemistry education. This makes the volume an up to date compendium for chemistry educators and educational researchers worldwide.

Popular Photography

School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research-informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry-based learning, which signals a definite paradigm shift from the traditional teacher-dominated to a learner-centered approach. The book provides empirical research on approaches to practical work, contextual factors in the enactment of practical work, and professional development in teaching practical work. This book will be of great interest to academics, researchers and post-graduate students in the fields of science education and educational policy.

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A way to refine teachers PCK

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