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Her research focuses on missing persons and she collaborates with academics, law enforcement agencies and NGOs across the UK and internationally. Llian Alys is a British Psychological Society Chartered Psychologist and Associate Fellow, a Full Associate of the International Academy for Investigative Psychology and a Fellow of the Higher Education Academy.

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Updated to reflect the latest developments and increasing scope of school-based options, the second edition of the Handbook of Research on School Choice makes readily available the most rigorous and policy-relevant research on K–12 school choice. This comprehensive research handbook begins with scholarly overviews that explore historical, political, economic, legal, methodological, and international perspectives on school choice. In the

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following sections, experts examine the research and current state of common forms of school choice: charter schools, school vouchers, and magnet schools. The concluding section brings together perspectives on other key topics such as accountability, tax credit scholarships, parent decision-making, and marginalized students. With empirical perspectives on all aspects of this evolving sphere of education, this is a critical resource for researchers, faculty, and students interested in education policy, the politics of education, and educational leadership.

The Handbook of Research on STEM Education represents a groundbreaking and comprehensive synthesis of research and presentation of policy within the realm of science,

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technology, engineering, and mathematics (STEM) education. What distinguishes this Handbook from others is the nature of integration of the disciplines that is the founding premise for the work – all chapters in this book speak directly to the integration of STEM, rather than discussion of research within the individual content areas. The Handbook of Research on STEM Education explores the most pressing areas of STEM within an international context. Divided into six sections, the authors cover topics including: the nature of STEM, STEM learning, STEM pedagogy, curriculum and assessment, critical issues in STEM, STEM teacher education, and STEM policy and reform. The Handbook utilizes the lens of equity and access by focusing on STEM literacy, early

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childhood STEM, learners with disabilities, informal STEM, socio-scientific issues, race-related factors, gender equity, cultural-relevancy, and parental involvement. Additionally, discussion of STEM education policy in a variety of countries is included, as well as a focus on engaging business/industry and teachers in advocacy for STEM education. The Handbook's 37 chapters provide a deep and meaningful landscape of the implementation of STEM over the past two decades. As such, the findings that are presented within provide the reader with clear directions for future research into effective practice and supports for integrated STEM, which are grounded in the literature to date.

During the past 30 years, researchers have made exciting progress in the

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science of learning (i.e., how people learn) and the science of instruction (i.e., how to help people learn). This second edition of the Handbook of Research on Learning and Instruction is intended to provide an overview of these research advances. With chapters written by leading researchers from around the world, this volume examines learning and instruction in a variety of learning environments including in classrooms and out of classrooms, and with a variety of learners including K-16 students and adult learners. Contributors to this volume demonstrate how and why educational practice should be guided by research evidence concerning what works in instruction. The Handbook is written at a level that is appropriate for graduate students, researchers, and

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practitioners interested in an evidence-based approach to learning and instruction. The book is divided into two sections: learning and instruction.

The learning section consists of chapters on how people learn in reading, writing, mathematics, science, history, second language, and physical education, as well as how people acquire the knowledge and processes required for critical thinking, studying, self-regulation, and motivation. The instruction section consists of chapters on effective instructional methods—feedback, examples, questioning, tutoring, visualizations, simulations, inquiry, discussion, collaboration, peer modeling, and adaptive instruction. Each chapter in this second edition of the Handbook has been thoroughly revised to integrate recent advances in the field

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of educational psychology. Two chapters have been added to reflect advances in both helping students develop learning strategies and using technology to individualize instruction. As with the first edition, this updated volume showcases the best research being done on learning and instruction by traversing a broad array of academic domains, learning constructs, and instructional methods.

User research is global – yet despite its pervasiveness, practitioners are not all well equipped to work globally. What may have worked in Nigeria may not be accepted in Russia, may be done differently in Brazil, may partly work in China, and may completely fail in Kuwait. And what often goes less noticed, but can be equally vexing are technical, logistical and planning

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issues such as hiring qualified translators, payment procedures, travel issues, setting up facilities and finding test participants. The Handbook of Global User Research is the first book to focus on global user research. The book collects insight from UX professionals from nine countries and, following a typical project timeline, presents practical insights into the preparation, fieldwork, analysis and reporting, and overall project management for global user research projects. Any user experience professional that works on global projects -- including those new to the field, UX veterans who need information on this expanding aspect of user research, and students -- will need this book to do their job effectively. *Presents the definitive collection of hard won lessons from

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user research professionals around the world *Includes real-world examples of global user research challenges and provides approaches to these issues *Contains anecdotes and hard-won from the field that illustrate actionable tactics for practitioners

Sponsored by the Association for Education Finance and Policy (AEFP), this groundbreaking new handbook assembles in one place the existing research-based knowledge in education finance and policy, thereby helping to define this evolving field of research and practice. It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the world. The Handbook traces the evolution of the field from its

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initial focus on school inputs and the revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them. It shows how the current decision-making context in school finance inevitably interacts with those of governance, accountability, equity, privatization, and other areas of education policy. Because a full understanding of the important contemporary issues requires input from a variety of perspectives, the Handbook draws on contributors from a variety of disciplines. While many of the chapters cover complex state-of-the-art empirical research, the authors explain key concepts in language that non-specialists can understand.

The Handbook of Research
Management is a unique tool for the

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newly promoted research leader.

Larger-scale projects are becoming more common throughout the social sciences and humanities, housed in centres, institutes and programmes. Talented researchers find themselves faced with new challenges to act as managers and leaders rather than as individual scholars. They are responsible for the careers and professional development of others, and for managing interactions with university administrations and external stakeholders. Although many scientific and technological disciplines have long been organized in this way, few resources have been created to help new leaders understand their roles and responsibilities and to reflect on their practice. This Handbook has been created by the combined experience of a leading social scientist

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and a chief executive of a major international research development institution and funder. The editors have recruited a truly global team of contributors to write about the challenges they have encountered in the course of their careers, and to provoke readers to think about how they might respond within their own contexts. This book will be a standard work of reference for new research leaders, in any discipline or country, looking for help and inspiration. The editorial commentaries extend its potential use in support of training events or workshops where groups of new leaders can come together and explore the issues that are confronting them.

The Handbook of Research on Writing
ventures to sum up inquiry over the

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last few decades on what we know about writing and the many ways we know it: How do people write? How do they learn to write and develop as writers? Under what conditions and for what purposes do people write? What resources and technologies do we use to write? How did our current forms and practices of writing emerge within social history? What impacts has writing had on society and the individual? What does it mean to be and to learn to be an active participant in contemporary systems of meaning? This cornerstone volume advances the field by aggregating the broad-ranging, interdisciplinary, multidimensional strands of writing research and bringing them together into a common intellectual space. Endeavoring to synthesize what has been learned about writing in all nations in recent

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decades, it reflects a wide scope of international research activity, with attention to writing at all levels of schooling and in all life situations.

Chapter authors, all eminent researchers, come from disciplines as diverse as anthropology, archeology, typography, communication studies, linguistics, journalism, sociology, rhetoric, composition, law, medicine, education, history, and literacy studies.

The Handbook's 37 chapters are organized in five sections: *The History of Writing; *Writing in Society; *Writing in Schooling; *Writing and the Individual; *Writing as Text This volume, in summing up what is known about writing, deepens our experience and appreciation of writing—in ways that will make teachers better at teaching writing and all of its readers better as individual writers. It will be

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interesting and useful to scholars and researchers of writing, to anyone who teaches writing in any context at any level, and to all those who are just curious about writing.

This state-of-the art research Handbook provides a comprehensive, coherent, current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built. The contributors, all leading experts in their research areas, represent the international and gender diversity that exists in the science education research community. As a whole, the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality. It is an essential

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resource for the entire science education community, including veteran and emerging researchers, university faculty, graduate students, practitioners in the schools, and science education professionals outside of universities. The National Association for Research in Science Teaching (NARST) endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field. For more information on NARST, please visit: <http://www.narst.org/>.

Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as

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Sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand the history, evolution, and significance of this wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also

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appropriate as a textbook for graduate-level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

This Handbook outlines the current state of research in social studies education – a complex, dynamic, challenging field with competing perspectives about appropriate goals, and on-going conflict over the content of the curriculum. Equally important, it encourages new research in order to advance the field and foster civic competence; long maintained by advocates for the social studies as a fundamental goal. In considering how to organize the Handbook, the editors searched out definitions of social studies, statements of purpose, and

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themes that linked (or divided) theory, research, and practices and established criteria for topics to include. Each chapter meets one or more of these criteria: research activity since the last Handbook that warrants a new analysis, topics representing a major emphasis in the NCSS standards, and topics reflecting an emerging or reemerging field within the social studies. The volume is organized around seven themes: Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies: Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must-

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experienced researchers in the field.

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