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The report presents findings from the 2018 revision of World Urbanization Prospects, which contains the latest estimates of the urban and rural populations or areas from 1950 to 2018 and projections to 2050, as well as estimates of population size from 1950 to 2018 and projections to 2030 for all urban agglomerations with 300,000 inhabitants or more in 2018. The world urban population is at an all-time high, and the share of urban dwellers, is projected to represent two thirds of the global population in 2050. Continued urbanization will bring new opportunities and challenges for sustainable development.

This book provides an original review of
Ocean Literacy as a component of public

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policy in Europe and beyond. The impact of the ocean on human activities is one of the most significant environmental issues facing humanity. By offering valuable insights into the interrelationships between geography, environment, marine science and education, the book explores key issues relating to the future of our planet and the way people respond to them. This volume discusses concepts concerning citizenship education and co-creation and the role of public policy and different international initiatives in raising awareness and mitigating the effects of over-use and misuse of valuable resources. A range of innovative projects are presented and evaluated from the local to national and global levels. This book advances knowledge and provides a picture of these advances, presents the issues and challenges, including the important role that geography education and geographical awareness could play in advancing the case for Ocean Literacy. This crossdisciplinary book appeals to students and scientists as well as professionals and practitioners in geography, environmental and marine sciences, international policy and many related fields.

This book, *Teaching Learners with Visual Impairment*, focuses on holistic support to learners with visual impairment in and beyond the classroom and school context. Special attention is given to classroom practice, learning support, curriculum differentiation

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and assessment practices, to mention but a few areas of focus covered in the book. In this manner, this book makes a significant contribution to the existing body of knowledge on the implementation of inclusive education policy with learners affected by visual impairment.

Astronomy is written in clear non-technical language, with the occasional touch of humor and a wide range of clarifying illustrations. It has many analogies drawn from everyday life to help non-science majors appreciate, on their own terms, what our modern exploration of the universe is revealing. The book can be used for either a one-semester or two-semester introductory course (bear in mind, you can customize your version and include only those chapters or sections you will be teaching.) It is made available free of charge in electronic form (and low cost in printed form) to students around the world. If you have ever thrown up your hands in despair over the spiraling cost of astronomy textbooks, you owe your students a good look at this one. Coverage and Scope Astronomy was written, updated, and reviewed by a broad range of astronomers and astronomy educators in a strong community effort. It is designed to meet scope and sequence requirements of introductory astronomy courses nationwide. Chapter 1: Science and the Universe: A Brief Tour Chapter 2: Observing the Sky: The Birth of Astronomy Chapter 3: Orbits and Gravity

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One-in-seven adults and one-in-five children in the United States live in poverty. Individuals and families living in poverty not only lack basic, material necessities, but they are also disproportionately afflicted by many social and economic challenges. Some of these challenges include the increased possibility of an unstable home situation, inadequate education opportunities at all levels, and a high chance of crime and victimization. Given this growing social, economic, and political concern, The Hamilton Project at Brookings asked academic experts to develop policy proposals confronting the various challenges of America's poorest citizens, and to introduce innovative approaches to addressing poverty. When combined, the scope and impact of these proposals has the potential to vastly improve the lives of the poor. The resulting 14 policy memos are included in The Hamilton Project's Policies to Address Poverty in America. The main areas of focus include promoting early childhood development, supporting disadvantaged youth, building worker skills, and improving safety net and work support.

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It is now time to break down the ideology of exceptionalism in the United States and other Anglo-American nations if we are to develop reforms that will truly inspire our teachers to improve learning for all our students—especially those who struggle the most. In that essential quest, Pasi Sahlberg is undoubtedly one of the very best teachers of all. From the Foreword by Andy Hargreaves, Lynch School of Education, Boston College

Finnish Lessons is a first-hand, comprehensive account of how Finland built a world-class education system during the past three decades. The author traces the evolution of education policies in Finland and highlights how they differ from the United States and other industrialized countries. He shows how rather than relying on competition, choice, and external testing of students, education reforms in Finland focus on professionalizing teachers' work, developing instructional leadership in schools, and enhancing trust in teachers and schools. This book details the complexity of educational change and encourages educators and policymakers to develop effective solutions for their own districts and schools.

This paper explores how fiscal policy can affect medium- to long-term growth. It identifies the main channels through which fiscal policy can influence growth and

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distills practical lessons for policymakers. The particular mix of policy measures, however, will depend on country-specific conditions, capacities, and preferences. The paper draws on the Fund's extensive technical assistance on fiscal reforms as well as several analytical studies, including a novel approach for country studies, a statistical analysis of growth accelerations following fiscal reforms, and simulations of an endogenous growth model.

Assessments, understood as tools for tracking what and how well students have learned, play a critical role in the classroom. Developing Assessments for the Next Generation Science Standards develops an approach to science assessment to meet the vision of science education for the future as it has been elaborated in A Framework for K-12 Science Education (Framework) and Next Generation Science Standards (NGSS). These documents are brand new and the changes they call for are barely under way, but the new assessments will be needed as soon as states and districts begin the process of implementing the NGSS and changing their approach to science education. The new Framework and the NGSS are designed to guide educators in significantly altering the way K-12 science is taught. The Framework is aimed at making science education more closely resemble the way scientists actually work and think, and making instruction reflect research on

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learning that demonstrates the importance of building coherent understandings over time. It structures science education around three dimensions - the practices through which scientists and engineers do their work, the key crosscutting concepts that cut across disciplines, and the core ideas of the disciplines - and argues that they should be interwoven in every aspect of science education, building in sophistication as students progress through grades K-12. Developing Assessments for the Next Generation Science Standards recommends strategies for developing assessments that yield valid measures of student proficiency in science as described in the new Framework. This report reviews recent and current work in science assessment to determine which aspects of the Framework's vision can be assessed with available techniques and what additional research and development will be needed to support an assessment system that fully meets that vision. The report offers a systems approach to science assessment, in which a range of assessment strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another. Developing Assessments for the Next Generation Science Standards makes the case that a science assessment system that meets the Framework's vision should consist of assessments designed to support classroom instruction, assessments

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designed to monitor science learning on a broader scale, and indicators designed to track opportunity to learn. New standards for science education make clear that new modes of assessment designed to measure the integrated learning they promote are essential. The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce inequities in science education and raise the level of science education for all students.

Geographers regard fieldwork as a vital instrument for understanding our world through direct experience, for gathering basic data about this world, and as a fundamental method for enacting geographical education. The range of international geography and educational experts who contributed to this volume has demonstrated that the concept of fieldwork has a considerable history in the field of geography. They have demonstrated that the theoretical aspects of fieldwork have been interpreted differently in regions around the world, but the importance of fieldwork remains strong globally. A fresh look at the pedagogic implications for fieldwork in formal education offers ideas both for promoting it in geographical education and for maintaining its place in the geography curriculum. Audience: Forward-looking geographers and educators now recognise that

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alternative strategies, especially those involving the use of information technology, should be developed to reaffirm the centrality of fieldwork in geographical and wider education.

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