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The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But *The Knowledge Gap* isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.

Foundations of Bilingual Memory provides a valuable update to the field of bilingual memory and offers a

new psychological perspective on how the bilingual mind encodes, stores, and retrieves information. This volume emphasizes theoretical issues, such as classic memory approaches, Compound-Coordinate Bilingualism, Bilingual Dual Coding Theory, and Working Memory, about which relatively little has been written in the bilingual domain. Also covered are: • The neuropsychology of bilingual memory • Applied issues (such as false memories and bilingualism, emotion and memory) • Empirical findings in support of the uniqueness of the different memory systems of the bilingual individual • Connectionist models of bilingualism The volume represents the first book of its kind, in stressing a memory perspective with regards to bilingual speakers. It can serve as an advanced text for both undergraduate and graduate level students and it will be of great interest to the growing number of bilingual teachers and university classes interested in understanding the bilingual mind, as well as in preparing teachers to work with the bilingual individual.

This book examines the push and pull of factors contributing to and constraining conversion of STEM (science, technology, engineering and math) education programs into STEAM (science, technology, engineering, math and arts) education programs. The chapters in this book offer thought-provoking examples, theory, and suggestions about the advantages, methods and challenges involved in making STEM to STEAM conversions, at levels ranging from K12 through graduate university programs. A large driving force for STEM-to-STEAM conversions is the emerging awareness that the scientific workforce finds itself less than ideally prepared when engaging with so-called 'wicked problems' - the complex suite of emerging, multifaceted issues such as global climate change, social injustice, and pandemic diseases. Dealing with these issues requires cross-disciplinary expertise and the ability to insert technical and scientific understanding effectively into areas of public planning and policy. The different models and possibilities for STEAM, as the next phase of the STEM revolution, laid out in this book will promote research and further our understanding of STEAM as a forward-thinking approach to education. Gillian Roehrig, STEM Education, University of Minnesota, USA The ideal teacher sees opportunities for integrating ideas from multiple disciplines into every lesson. This book offers many worthwhile suggestions on how to do that deliberately and systematically George DeBoer, Project 2061 of the American Association for the Advancement of Science, USA For the last several years, calls for expanding STEM education have grown, but so too have concerns about technocratic approaches to STEM. This volume challenges the community to consider broader views on STEM by focusing on the place of arts education within this movement. The chapters offer much needed, new perspectives on the (re)integration of the arts and sciences Troy Sadler, School of Education, University of North Carolina, USA

This two-volume set LNCS 11625 and 11626 constitutes the refereed proceedings of the 20th International Conference on Artificial Intelligence in Education, AIED 2019, held in Chicago, IL, USA, in June 2019. The 45 full papers presented together with 41 short, 10 doctoral consortium, 6 industry, and 10 workshop papers were carefully reviewed and selected from 177 submissions. AIED 2019 solicits empirical and theoretical papers particularly in the following lines of research and application: Intelligent and interactive technologies in an educational context; Modelling and representation; Models of teaching and learning; Learning contexts and informal learning; Evaluation; Innovative applications; Intelligent techniques to support disadvantaged schools and students, inequity and inequality in education.?

Texts of the past were often not monolingual but were produced by and for people with bi- or multilingual repertoires; the communicative practices witnessed in them therefore reflect ongoing and earlier language contact situations. However, textbooks and earlier research tend to display a monolingual bias. This collected volume on multilingual practices in historical materials, including code-switching, highlights the importance of a multilingual approach. The authors explore multilingualism in hitherto neglected genres, periods and areas, introduce new methods of locating and analysing multiple languages in various sources, and review terminology, theories and tools. The studies also revisit some of the issues already introduced in previous research, such as Latin interacting with European vernaculars and the complex relationship between code-switching and lexical borrowing. Collectively, the contributors show that multilingual practices share many of the same features regardless of time and place, and that one way or the other, all historical texts are multilingual. This book takes the next step in historical multilingualism studies by establishing the relevance of the multilingual approach to understanding language history.

This book will serve as a key resource for all clinicians working in orthopedics, sports medicine, and rehabilitation for the sport of tennis. It provides clinically useful information on evaluation and treatment of the tennis player, covering the entire body and both general medical and orthopedic musculoskeletal topics. Individual sections focus on tennis-related injuries to the shoulder, the elbow, wrist, and hand, the lower extremities, and the core/spine, explaining treatment and rehabilitation approaches in detail. Furthermore, sufficient sport science information is presented to provide the clinical reader with extensive knowledge of tennis biomechanics and the physiological aspects of training and rehabilitation. Medical issues in tennis players, such as nutrition and hydration, are also discussed, and a closing section focuses on other key topics, including movement dysfunction, periodization, core training, and strength and conditioning specifics. The expansive list of worldwide contributors and experts coupled with the comprehensive and far-reaching chapter provision make this the highest-level tennis medicine book ever published.

This two-volume set LNAI 12748 and 12749 constitutes the refereed proceedings of the 22nd International Conference on Artificial Intelligence in Education, AIED 2021, held in Utrecht, The Netherlands, in June

2021.* The 40 full papers presented together with 76 short papers, 2 panels papers, 4 industry papers, 4 doctoral consortium, and 6 workshop papers were carefully reviewed and selected from 209 submissions. The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer science, cognitive and learning sciences, education, game design, psychology, sociology, linguistics as well as many domain-specific areas. ?*The conference was held virtually due to the COVID-19 pandemic.

The dictionary expands on the original idea of Karttunen and Lockhart to map the usage of loans in Nahuatl, by using a much larger and diversified corpus of sources, and by including contextual use, missing in earlier studies. Most importantly, these sources enrich the colonial corpus with modern data - significantly expanding on our knowledge on language continuity and change.

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