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The collaboration between the two innovative companies is launched - young entrepreneurs can apply now NEUWIED, Germany and SITTARD-GELEEN, Netherlands, July 14, 2021 /PRNewswire/ -- For ...

The Lohmann Brightlands Startup Challenge: For the first time, Lohmann focuses on young startups with support of Brightlands Chemelot Campus
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Limbitless Solutions Releases Second Installment of The Bionic Kid Comic Book. Written by 12 year old Zachary, Christo, and Niko Pamboukas, ...

The Bionic Kid, Second Issue Released
Central Board of Secondary Education (CBSE) has advised all schools affiliated with the Board to commence the 2021-22 session from April, and has also released the new syllabus.

CBSE New Syllabus 2021-22! Must go to resources to kickstart your session
Jul 06, 2021 (The Expresswire) -- "Final Report will add the analysis of the impact of COVID-19 on this industry." Global "E-Learning Gamification ...

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These offerings will back that up as they advance their skills and get where they want to go." Over two million students have chosen a Stride K12-powered education over the last two decades. Stride's ...

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The concept of university language centres has changed in recent decades. Initially conceived as laboratories for practical and autonomous language-learning, they are now considered as places with more specific and complex functions in language teaching and learning. University language centres now constitute networks for exchanging knowledge and know-how in order to respond to ever-changing, multilingual and multicultural contexts. At the same time, the availability and acquisition of new technologies is contributing to the creation of new tools for the provision of appropriate services and training. This collection covers a wide range of topics related to the activities, experiences and applied research carried out in Italian university language centres. It provides further evidence of the important role university language centres play in promoting language expertise, developing tools and adopting digital resources, and providing support and training for language teaching. Technology, creativity, methodologies and plurilingualism are key topics in the book as they constitute the essential ingredients for effective and successful language teaching and learning. The volume s thirty-three chapters provide multi-perspective approaches, showing how the real contexts of current language education need the integration of theoretical backgrounds with the best practices resulting from practical experience.

Amid a welter of simultaneous policy initiatives, treatment centres were a top-down NHS innovation that became subverted into a multiplicity of solutions to different local problems. This highly readable account of how and why they evolved with completely unforeseen results reveals clear, practical lessons based on case study research involving over 200 interviews. Policy makers, managers and clinicians undertaking any organisational innovation cannot afford to ignore these findings.

Designed to promote reflection, discussion, and action among the entire learning community, Educating Everybody's Children encapsulates what research has revealed about successfully addressing the needs of students from economically, ethnically, culturally, and linguistically diverse groups and identifies a wide range of effective principles and instructional strategies. Although good teaching works well with all students, educators must develop an extensive repertoire of instructional tools to meet the varying needs of students from diverse backgrounds. Those tools and the knowledge base behind them are the foundation of this expanded and revised second edition of Educating Everybody's Children. Each strategy discussed in the book includes classroom examples and a list of the research studies that support it. The most important thing we have learned as a result of the education reform movement is that student achievement stands or falls on the motivation and skills of teachers. We must ensure that all teachers are capable of delivering a standards based curriculum that describes what students should know and be able to do, and that these standards are delivered by means of a rich and engaging "pedagogy of plenty." By these two acts we can ensure that all schools will be ready and able to educate everybody's children.

Throughout history, engineers have been defined as those who bring technological innovation to society. However, the concept of innovation and the role of the engineer are now changing as a result of globalization, the digital revolution, growing inequalities and environmental concerns. Training Engineers for Innovation therefore analyzes the ways in which the educational systems for engineers are adapting to these new demands, as well as the conditions in which this training has developed. This book brings together the works of a consortium of researchers dedicated to the subject area as part of the Innov Ing 2020 project. Its contributors present various means to devise effective pedagogies adapted to a holistic approach to innovation which incorporates the technical, economic, social, ethical and environmental dimensions of engineering.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, How People Learn: Brain, Mind, Experience, and School: Expanded Edition was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. How People Learn II: Learners, Contexts, and Cultures provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. How People Learn II will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

The "E-Learning Methodologies" guide will support professionals involved in the design and development of e-learning projects and products. The guide reviews the basic concepts of e-learning with a focus on adult learning, and introduces the various activities and roles involved in an e-learning project. The guide covers methodologies and tips for creating interactive content and for facilitating online learning, as well as some of the technologies used to create and deliver e-learning.

Addressed to K-12 teachers, discusses enhancing student achievement through project-based learning with multimedia and offers principles and guidelines to insure that multimedia projects address curriculum standards.

The integration of technology in education has provided tremendous opportunity for learners of all ages. In today?s technology-focused society, the traditional classroom setting is being transformed through online learning platforms, collaborative and experimental methods, and digital educational resources that go hand-in-hand with non-digital learning devices. The Handbook of Research on Applied E-Learning in Engineering and Architecture Education reviews the latest research available on the implementation of digital tools and platforms within the framework of technical education, specifically in the subjects of architecture and engineering. Taking a global approach to the topic of online learning environments for technical education at all grade levels, this comprehensive reference work is ideally designed for use by educators, instructional designers, and researchers from around the world. This handbook contains pertinent research on a variety of educational topics including online learning platforms, mobile and blended learning, collaborative learning environments, gaming in education, informal learning, and educational assessment.

This collective book results of several meetings since 2006 between European historians of science and technology. Regularly, the six editors (and most of the authors present in this publication) organized symposia inside international conferences about the role of history of science and technology in science education and teacher training. The principal objectives of this book are: i) to enlighten and to discuss different research problems concerning HST (History of Science and Technology) and ICT (Information and Communication Technology), HST and IBST (Inquiry Based Science Teaching), HST and Science Education. In this way, it is dedicated to scholars, ii) to offer teachers and teacher trainers different ways to explore HST by using digital resources online, using a new teaching method and to become more familiar with the method in HST. As historians, the six editors develop research in the following fields: history of mathematics (O. Bruneau, M. R. Massa-Esteve and T. de Vittori), history of physics, chemistry and technology (P. Grapí, P. Heering, S. Laube). As teacher trainers at the university, they are also involved in research in science education about the role of HST to teach science at primary and secondary schools.