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Can social studies classrooms be effective "makers" of citizens if much of what occurs in these classrooms does little to prepare young people to participate in the civic and political life of our democracy? Making Citizens illustrates how social studies can recapture its civic purpose through an approach that incorporates meaningful civic learning into middle and high school classrooms. The book explains why social studies teachers, particularly those working in diverse and urban areas, should infuse civic education into their teaching, and outlines how this can be done effectively. Directed at both pre-service and in-service social studies teachers

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and designed for easy integration into social studies methods courses, this book follows students and teachers in social studies classrooms as they experience a new approach to the traditional, history-oriented social studies curriculum, using themes, essential questions, discussion, writing, current events and action research to explore enduring civic questions. Following the experiences of three teachers working at three diverse high schools, Beth C. Rubin considers how social studies classrooms might become places where young people study, ponder, discuss and write about relevant civic questions while they learn history. She draws upon the latest sociocultural theories on youth civic identity development to describe a field-tested approach to civic education that takes into consideration the classroom and curricular constraints faced by new teachers.

This report reviews engineering's importance to human, economic, social and cultural development and in addressing the UN Millennium Development Goals. Engineering tends to be viewed as a national issue, but engineering knowledge, companies, conferences and journals, all demonstrate that it is as international as science. The report reviews the role of engineering in development, and covers issues including poverty reduction, sustainable development, climate change mitigation and adaptation. It presents the various fields of engineering around the world and is intended to identify issues and challenges facing engineering, promote better understanding of engineering and its role, and highlight ways of making engineering more attractive to young people, especially women.--Publisher's description.

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The National Science Foundation funded a synthesis study on the status, contributions, and future direction of discipline-based education research (DBER) in physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding. Discipline-Based Education Research is based on a 30-month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources required to further develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite, if not assist, post-secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum developers, research sponsors, and education advocacy groups.

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This publication sets out a framework for analysing the performance of governments in developing countries, looking at the government as a whole and at local and municipal levels, and focusing on individual sectors that form the core of essential government services, such as health, education, welfare, waste disposal, and infrastructure. It draws lessons from performance measurement systems in a range of industrial countries to identify good practice around the world in improving public sector governance, combating corruption and making services work for poor people.

How can schools and the school curriculum contribute to building democratic citizens? This is a major question posed by governments, educational systems, schools, teachers and researchers around the world. One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum. Another question must then be posed- what competences do young citizens need to be considered as active and engaged in modern democracies? In 2011 an invited research symposium of leading civic and political educators, and social scientists from across Europe met in Hannover, Germany to consider this key concern facing Europe today. In examining the above questions the symposium addressed two significant issues: 1. Identify key competencies required for active citizenship of young people in Europe of the future. 2. Translate those competencies to school-based activities in the form of curricular and pedagogical strategies. The publication *Civic Education and Competences for Engaging Citizens in Democracies* addressed the first issue and this volume addresses the second

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issue. Through discussion in the invited symposium, previously prepared papers, and participation in a modified Delphi Technique the participants have prepared chapters for this book. The chapters of this book represent the contribution of the participants before, during and after the symposium with opportunities for review and reflection about competences for democratic citizenship and the role of schools and the curriculum. Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries. They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens.

Chief Obafemi Awolowo (1909-1987) was the leader of Nigeria's Action Group party and the first indigenous Premier of Western Nigeria. He campaigned heavily for developmental change and implemented free primary education and child healthcare policies across the Western Region. Awolowo began work on this autobiography in 1957, at a time when Nigeria's request for self-government had been refused. The work was completed in 1960, the year Nigeria gained its long-awaited independence. Accordingly, this autobiography is dedicated to a 'new and free Nigeria', with the trust that its people will enjoy 'a more abundant life'. This determined, self-made leader here describes his youth, education and politics. He writes of his hope that this tale of stubborn perseverance can become 'a source of inspiration' in itself, and indeed, this account will fascinate anyone with an interest in Africa, the history and politics of Western Nigeria, or a love of insightful political autobiography. (Amazon website).

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With rapid urbanization in developing countries and the emergence of smart systems and integrated intelligent devices, the new generation of infrastructure will be smarter and more efficient. However, due to natural and anthropomorphic hazards, as well as the adverse impact of climate change, civil infrastructure systems are increasingly vulnerable. Therefore, future-proofing and designing resilience into infrastructure is one of the biggest challenges facing the industry and governments in all developing and industrialized societies. This book provides a comprehensive overview of infrastructure resiliency, new developments in this emerging field and its scopes, including ecology and sustainability, and the challenges involved in building more resilient civil infrastructure systems. Moreover, it introduces a strategic roadmap for effective and efficient methods needed for modeling, designing, and assessing resiliency. Features: Includes contributions from internationally recognized scholars in the emerging field of infrastructure resilience. Covers a broad range of topics in infrastructure resilience such as disaster assessment, civil infrastructure and lifeline systems, natural hazard mitigation, and seismic protection. Includes practical global case studies and leading-edge research from several countries. Presents an interdisciplinary approach in addressing the challenges in the emerging field of infrastructure resilience. *Resilience of Critical Infrastructure Systems: Emerging Developments and Future Challenges* serves as a valuable resource for practicing professionals, researchers, and advanced students seeking practical, forward-looking guidance.

Bridges play important role in modern infrastructural system. This book provides an up-to-date

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overview of the field of bridge engineering, as well as the recent significant contributions to the process of making rational decisions in bridge design, assessment and monitoring and resources optimization deployment for the purpose of enhancing the welfare of society. Tang specifies the purposes and requirements of the conceptual bridge design, considering bridge types, basic elements, structural systems and load conditions. Cremona and Poulin propose an assessment procedure for existing bridges. Kallias et al. develop a framework for the performance assessment of metallic bridges under atmospheric exposure by integrating coating deterioration and corrosion modelling. Soriano et al. employ a simplified approach to estimate the maximum traffic load effect on a highway bridge and compare the results with other approaches based on on-site weigh-in-motion data. Akiyama et al. propose a method for reliability-based durability design and service life assessment of reinforced concrete deck slab of jetty structures. Chen et al. propose a meso-scale model to simulate the uniform and pitting corrosion of rebar in concrete and to obtain the crack patterns of the concrete with different rebar arrangements. Ruan et al. present a traffic load model for long span multi-pylon cable-stayed bridges. Khuc and Catbas implement a non-target vision- based method for the measurement of both static and dynamic displacements time histories. Finally, Cruz presents the career of the outstanding bridge engineer Edgar Cardoso in the fields of bridge design and experimental analysis. The book serves as a valuable reference to all concerned with bridge structure and infrastructure systems, including students, researchers, engineers, consultants and contractors from all areas sections of bridge engineering. The chapters originally published as a special issue in Structure and Infrastructure Engineering.

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CMH Pub. 93-10. 1st printing. On cover: World War 2 50th Anniversary Commemorative Edition. Spine title reads: Writing the Victory Plan of 1941. Describes the planning process that Major Albert Coady Wedemeyer used in the summer of 1941 to write the plan that became the outline for mobilization and operations during World War 2. Includes an appendix, "The Army Portion of the Victory Plan, Ultimate Requirements Study, Estimate of Ground Forces." Also includes photographs, footnotes, a bibliography, and an index.

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