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Engineering education in K-12 classrooms is a small but growing Page 35/54

phenomenon that may have implications for engineering and also for the other STEM subjects--science, technology, and mathematics. Specifically, engineering education may improve student learning and achievement in science and mathematics, increase awareness of Page 36/54

engineering and the work of engineers, boost youth interest in pursuing engineering as a career, and increase the technological literacy of all students. The teaching of STEM subjects in U.S. schools must be improved in order to retain U.S. competitiveness in the global economy Page 37/54

and to develop a workforce with the knowledge and skills to address technical and technological issues. Engineering in K-12 Education reviews the scope and impact of engineering education today and makes several recommendations to address curriculum, policy, and funding issues. Page 38/54

The book also analyzes a number of K-12 engineering curricula in depth and discusses what is known from the cognitive sciences about how children learn engineering-related concepts and skills. Engineering in K-12 Education will serve as a reference for science, technology, engineering, and Page 39/54

math educators, policy makers, employers, and others concerned about the development of the country's technical workforce. The book will also prove useful to educational researchers, cognitive scientists, advocates for greater public understanding of engineering, and Page 40/54

those working to boost technological and scientific literacy.

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 Page 41/54

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; Page 42/54

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 Page 43/54

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 Page 44/54

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 Page 45/54

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.

"A subject-author-institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education" (earlier called Research in education).

The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security. Founded by Manhattan

Project Scientists, the Bulletin's iconic "Doomsday Clock" stimulates solutions for a safer world.

In November 1960, all of America watched as a tiny six-year-old black Page 49/54

girl, surrounded by federal marshals, walked through a mob of screaming segregationists and into her school. An icon of the civil rights movement, Ruby Bridges chronicles each dramatic step of this pivotal event in history through her own words.

Published by OpenStax College, U.S. History covers the breadth of the chronological history of the United States and also provides the necessary depth to ensure the course is manageable for instructors and students alike. U.S. History is designed to meet the scope and Page 51/54

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