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When children and adolescents participate in the recommended level of physical activity—at least 60 minutes daily—multiple health benefits accrue. Most youth, however, do

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not engage in recommended levels of physical activity.

Schools provide a unique venue for youth to meet the activity

recommendations, as they serve nearly 56 million youth. At the same time, schools face increasing challenges in allocating time for

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physical education
and physical activity
during the school day.

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insights into literacy teaching and learning—and the changing nature of literacy itself—in today's K–12 classrooms. The focus is on varied technologies and literacies such as social networking sites, text messaging, and online communities. Cutting-

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edge approaches to integrating technology into traditional, print-centered reading and writing instruction are described. Also discussed are ways to teach the new skills and strategies that students need to engage effectively with digital texts. The book is unique in examining new

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literacies through multiple theoretical lenses, including behavioral, semiotic, cognitive, sociocultural, critical, and feminist perspectives.

This book brings together recent research on interpersonal relationships in

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Education from a variety of perspectives including research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive

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Learning environments are characterized by supportive and warm interactions

throughout the class: teacher-student and student-student.

Similarly, at the school level, teacher learning thrives when there are positive and mentoring

interrelationships among professional

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colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by

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David Berliner,
Andrew Martin and
Mieke Brekelmans.
Further collaboration
and peer review by
the editorial team
resulted in the
collection of original
research that this
book comprises. The
volume (while
eclectic)
demonstrates how
constructive learning

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Environment

relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school effectiveness research, communication and

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language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

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"Nurses play a vital role in improving the safety and quality of patient care -- not only in the hospital or ambulatory treatment facility, but also of community-based care and the care performed by family members. Nurses need know what proven techniques

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and interventions they can use to enhance patient outcomes. To address this need, the Agency for Healthcare Research and Quality (AHRQ), with additional funding from the Robert Wood Johnson Foundation, has prepared this comprehensive, 1,400-page, handbook for nurses

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on patient safety and quality -- Patient Safety and Quality: An Evidence-Based Handbook for Nurses. (AHRQ Publication No. 08-0043)."--Online AHRQ blurb, http://www.ahrq.gov/qual/nurse_shdbk.

Budget literacy is defined as 'the ability

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to read, decipher, and understand public budgets to enable and enhance meaningful citizen participation in the budget process'. It is comprised of two main parts - (i) a technical understanding of public budgets, including familiarity with government spending, tax rates

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and public debt and;
(ii) the ability to engage in the budget process, comprising of practical knowledge on day-to-day issues, as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to

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provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in

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selected countries.

The underlying
presumption is that
when supply-side
actors in the budget
process --
governments --
simplify and
disseminate budget
information for
demand-side actors --
citizens -- this
information will then
be used by citizens to

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provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of "budget illiteracy" is to provide budget-literacy education in

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schools to youth, helping them evolve into civic-minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures, and the confidence and sense of social responsibility to participate in the oversight of public

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resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education, and presents lessons that are relevant for the development, improvement, or

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scaling up of budget
literacy initiatives.

A comprehensive look
at the promise and
potential of online
learning In our digital
age, students have
dramatically new
learning needs and
must be prepared for
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global education expert Tom Vander Ark examines the facets of educational innovation in the United States and abroad. Vander Ark makes a convincing case for a blend of online and onsite learning, shares inspiring stories of schools and programs that effectively offer

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"personal digital learning" opportunities, and discusses what we need to do to remake our schools into "smart schools." Examines the innovation-driven world, discusses how to combine online and onsite learning, and reviews "smart tools" for learning

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Investigates the lives of learning professionals, outlines the new employment bargain, examines online universities and "smart schools"

Makes the case for smart capital, advocates for policies that create better learning, studies smart cultures

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This report on the funding of school education constitutes the first in a series of thematic comparative reports bringing together findings from the OECD School Resources Review. School systems have limited financial resources with which to pursue their objectives and the

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design of school funding policies plays a key role in ensuring that resources are directed to where they can make the most difference. As OECD school systems have become more complex and characterised by multi-level governance, a growing set of actors are increasingly

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involved in financial decision-making. This requires designing funding allocation models that are aligned to a school system's governance structures, linking budget planning procedures at different levels to shared educational goals and evaluating the use of school

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decision makers
accountable and
ensure that resources
are used effectively
and equitably. This
report was co-funded
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This compilation
analyses the
differences between
the concepts of 'social

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responsibility' and

'business ethics',

which are often

erroneously

interpreted to be the

same. It explains that

social responsibility is

a characteristic but

just one of the many

aspects of the much

wider concept of

business ethics. The

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experts from diverse fields such as industry, academia and non-

governmental organizations, who present the theoretical underpinning of the concepts, along with real-life case studies dealing with the varied, hands-on experiences of leaders from different

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OECD's Innovation
Strategy calls upon all
sectors in the
economy and society
to innovate in order to
foster productivity,
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being. Education systems are critically important for innovation through the development of skills that nurture new ideas and technologies.

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