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In *Exam Literacy: A guide to doing what works (and not what doesn't)* to better prepare students for exams, Jake Hunton focuses on the latest cognitive research into revision techniques and delivers proven strategies which actually work. Foreword by Professor John Dunlosky. 'Read, highlight, reread, repeat if such a revision cycle sounds all too wearily familiar, you and your students need a better route to exam success. And in light of the recent decision to make all subjects at GCSE linear, so that students will be tested in one-off sittings, it will be even more important that students are well equipped to acquire and recall key content ahead of their exams. In this wide-ranging guide to effective exam preparation, Jake Hunton casts a careful eye over a wide range of research into revision techniques and details the strategies which have been proven to deliver the best results. With plenty of practical suggestions and subject-specific examples, *Exam Literacy* provides teachers with user-friendly advice on how they can make the content they cover stick, and shares up-to-date, evidence-based information on: The nature of learning and the various types of memory. How to improve students' retention of knowledge and recall of content. Why popular revision techniques, such as rereading, highlighting and summarising, may not be as effective as you think. How revision strategies that have been identified as being more effective such as interleaving, elaborative interrogation, self-explanation and retrieval practice can be embedded into day-to-day teaching. How students can be encouraged to make use of these winning strategies when revising independently.

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This book constitutes the thoroughly refereed post-conference proceedings of the 7th International Joint Conference on Biomedical Engineering Systems and Technologies, BIOSTEC 2014, held in Angers, France, in March 2014. The 25 revised full papers presented were carefully reviewed and selected from a total of 362 submissions. The papers cover a wide range of topics and are organized in topical sections on biomedical electronics and devices; bioimaging; bioinformatics models, methods and algorithms; bio-inspired systems and signal processing; health informatics.

A guide for prospective college students answers questions on such subjects as the academic strengths and weaknesses, the amount of student/faculty contact, and housing and food quality for more than three hundred schools in North America.

This edited volume is a state-of-the-art comparison of primary science education across six East-Asian regions; namely, the People's Republic of China, Republic of Korea, Republic of China, Hong Kong SAR, Japan, and Singapore. While news of educational policies, classroom teaching, assessment, and other educational innovations here often surface in the international media, this book brings together for the first time relevant information regarding educational systems and strategies in primary science in East Asia. Above all, it is a readable yet comprehensive survey—readers would have an accurate sense of what has been accomplished, what has not worked so well, and what remains to be done. Invited experts in comparative education research and/or science education also provide commentary by discussing common themes across the six regions. These types of critical synoptic reviews add much value by enabling readers to understand broad commonalities and help synthesize what must surely be a bewildering amount of very interesting albeit confusing body of facts, issues, and policies. Education in East Asia holds many lessons (both positive and

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negative) to offer to the rest of the world to which this volume is a timely contribution to the literature.

Across the span of more than forty years, Raphael Dorman O'Leary, a professor of English rhetoric and English literature, taught his students at the University of Kansas to think straight, to put sinew into their sentences, and to embrace the magnificent literary treasures of their mother tongue. *The English Professor*, by authors Margaret R. O'Leary and Dennis S. O'Leary, offers a narrative of the life, work, and times of a revered Midwestern university English teacher. This memoir narrates how the professor, born in 1866, was raised on a Kansas farm in the post-bellum era. Like his father before him, he was committed to a life of learning and teaching. His colleagues knew him for his unpretentious exterior, honesty, and integrity, and his flashing anger at cheapness, vulgarity, pretense, and, above all, charlatanism. When Professor O'Leary died after a short illness in 1936, his personal effects passed through two generations to his grandson, Dennis S. O'Leary, who, with his wife, Margaret, discovered his papers while restoring a family house. The trove of material served as the core resource for the compilation of *The English Professor*. It provides insights into the histories of Kansas and the University of Kansas and of Harvard University, as well as perspectives on higher education, including the teaching of English rhetoric, language, literature, journalism, and oratory in the United States.

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The book details sources of thermal energy, methods of capture, and

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applications. It describes the basics of thermal energy, including measuring thermal energy, laws of thermodynamics that govern its use and transformation, modes of thermal energy, conventional processes, devices and materials, and the methods by which it is transferred. It covers 8 sources of thermal energy: combustion, fusion (solar) fission (nuclear), geothermal, microwave, plasma, waste heat, and thermal energy storage. In each case, the methods of production and capture and its uses are described in detail. It also discusses novel processes and devices used to improve transfer and transformation processes.

This collection focuses on employer engagement in education, how it is delivered and the differentiated impact it has on young people in their progression through schooling and higher education into the labour market. The focus is not narrowly on vocational or technical education or work-related learning, but on how employer engagement (eg, work experience, internships, careers education, workplace visits, mentoring, enterprise education etc) influences the experiences and outcomes of the broad range of young people across mainstream academic learning programmes. The essays explore the different ways in which education can support or constrain social mobility and, in particular, how employer engagement in education can have significant impact upon social mobility – both positive and negative. Leading international contributors examine issues surrounding employer engagement and social mobility: conceptualisations of employer engagement; trends in social mobility; employer engagement and social class; access and management of work experience; social capital and aspiration; access to employment. The book makes employer engagement an innovative focus in relation to the well established fields of social mobility and school to work transition. By examining what difference employer engagement makes, the essays raise questions about conventional models and show how research drawing on different fields and disciplines can be brought together to provide a

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more coherent and convincing account. Building on new theorisations and combining existing and new data, the collection offers a systematic exploration of the influence of socio-economic status on school-to-work transitions, and addresses how educational policy can shape more efficient labour market outcomes. In doing so, it draws on, and speaks to, existing literature which has considered such questions from the perspectives of gender, ethnicity and social disadvantage.

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