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Online learning has increasingly been viewed as a possible way to remove barriers associated with traditional face-to-face teaching, such as overcrowded classrooms and shortage of certified teachers. While online learning has been recognized as a possible approach to deliver more desirable learning outcomes, close to half of online students drop out as a result of student-related, course-related, and out-of-school-related factors (e.g., poor self-regulation; ineffective teacher-student, student-student, and platform-student interactions; low household income). Many educators have expressed concern over students who unexpectedly begin to struggle and appear to fall off track without apparent reason. A well-implemented early warning system, therefore, can help educators identify students at risk of dropping out and assign and monitor interventions to keep them on track for graduation. Despite the popularity of early warning systems, research on their design and implementation is sparse. Early Warning Systems and Targeted Interventions for Student Success in Online Courses is a cutting-edge research publication that examines current theoretical frameworks, research projects, and empirical studies related to the design, implementation, and evaluation of early warning systems and targeted interventions and discusses their implications for policy and practice. Moreover, this book will review common challenges of early warning systems and dashboard design and will explore design principles and data visualization tools to make data more understandable and, therefore, more actionable. Highlighting a range of topics such as curriculum design, game-based learning, and learning support, it is ideal for academicians, policymakers, administrators, researchers, education professionals, instructional designers, data analysts, and students.

The 2012 GCSE English results prompted significant controversy, which ultimately resulted in an application for judicial review. This report sets out the background to these events and identifies lessons to be learned. The problems with GCSE English can be traced back to the 2007-09 development phase of the qualification- in particular the turbulence which resulted from the shift away from a mostly linear to a modular system, combined with a high proportion of controlled assessment and generous marking tolerances. Exam board experts raised concerns at the time, but these were not acted upon by the regulator (the then-interim Ofqual). Further difficulties arose because of pressures from the school accountability system. The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening, with consequences for grade awarding. The current status of Ofqual, as an independent regulator accountable to Parliament, is the right one. However, the Coalition Government is bringing in wholesale changes to GCSEs and A levels, to a tight timetable and at the same time. Ofqual must have systems in place. The Committee is also concerned that there is a rush towards separate exam systems for England, Wales and Northern Ireland, without careful reflection on what might be lost, or consensus that this is the right thing to do.

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In this exciting sequel, April O'Connell continues to capture the essence of adventure as she pulls you back into the wilds of the jungle as Zura has grown into a strong woman and has taken on the challenges of raising a family.

Writing Centers at the Center of Change looks at how eleven centers, internationally, adapted to change at their institutions, during a decade when their very success has become a valued commodity in a larger struggle for resources on many campuses. Bringing together both US and international perspectives, this volume offers solutions for adapting to change in the world of writing centers, ranging from the logistical to the pedagogical, and even to the existential. Each author discusses the origins, appropriate responses, and partners to seek when change comes from within a school or outside it. Chapters document new programs being formed under changing circumstances, and suggest ways to navigate professional or pedagogical changes that may undermine the hard work of more than four decades of writing-center professionals. The book ' s audience includes writing center and learning-commons administrators, university librarians, deans, department chairs affiliated with writing centers. It will also be useful for graduate students in composition, rhetoric, and academic writing.

Mary Seaton Dix, Associate Editor The fifth volume of The Papers of Jefferson Davis presents 9,000 of the approximately 21,000 known Davis letters, papers, and speeches from the years 1853 through 1855, when Davis served as secretary of war under President Franklin Pierce. Most of the documents are included in summary form in an extensive calendar; 93 are published in full with annotation. Well prepared for the War Department position by his military education and experience, Davis was already known as a champion of the army and West Point from his years in Congress. As secretary, Davis administered a department of eight bureaus and a military establishment spread thinly from coast to coast. An increase and reorganization of the army along with the establishment of new posts became top priorities as a tide of settlers encroached in Indian lands in the Mexican session and Far West. Davis also supervised army engineering projects as varied as the Capitol extension, military roads, and river and harbor improvements. The curriculum of the Military Academy, new weapons and armaments development, the activities of the Crimea commission, the Pacific railroad surveys, and the camel expedition -- all commanded his minute attention. Despite the burdens of office, Davis maintained a lively interest in the issues of the day, among them Latin American filibustering, the purchase of Cuba, states' rights, slavery, and the conflict in Kansas. The wide attention accorded his travels and speeches brought national prominence to him and speculation about his future candidacy for governor, a return to the Senate, the vice-presidency, and even the presidency. Personal correspondence

includes letters that touch on Davis' long estrangement from his brother, the death of his first child, persistent health problems, and relationships with friends and family. Much of his official correspondence, especially several angry exchanges with army officers, reveals even more about Davis' personality. In addition to the documents published in full and calendared, an appendix includes over one hundred recently discovered personal and political items dates from 1838 through 1852, before Davis' selection as secretary of war.

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