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This edited book provides a global view on evolution education. It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern Europe, Western Europe, North Africa, South Africa, North America, South America, Middle East, Far East, South East Asia, Australia, and New Zealand. Studies in evolution education literature can be divided into three main categories: (a) understanding the interrelationships among cognitive, affective, epistemological, and religious factors that are related to peoples' views about evolution, (b) designing, implementing, evaluating evolution education curriculum that reflects contemporary evolution understanding, and (c) reducing antievolutionary attitudes. This volume systematically summarizes the evolution education literature across these three categories for each country or geographical region. The individual chapters thus include common elements that facilitate a cross-cultural meta-analysis. Written for a primarily academic audience, this book provides a much-needed common background for future evolution education research across the globe.

Modern science communication has emerged in the twentieth century as a field of study, a body of practice and a profession—and it is a practice with deep historical roots. We have seen the birth of interactive science centres, the first university actions in teaching and conducting research, and a sharp growth in employment of science communicators. This collection charts the emergence of modern science communication across the world. This is the first volume to map investment around the globe in science centres, university courses and research, publications and conferences as well as tell the national stories of science communication. How did it all begin? How has development varied from one country to another? What motivated governments, institutions and people to see science communication as an answer to questions of the social place of science? *Communicating Science* describes the pathways followed by 39 different countries. All continents and many cultures are represented. For some countries, this is the first time that their science communication story has been told.

Why do we need to communicate science? Is science, with its highly specialised language and its arcane methods, too distant to be understood by the public? Is it really possible for citizens to participate meaningfully in scientific research projects and debate? Should scientists be mandated to engage with the public to facilitate better understanding of science? How can they best communicate their special knowledge to be intelligible? These and a plethora of related questions are being raised by researchers and politicians alike as they have become convinced that science and society need to draw nearer to one another. Once the persuasion took hold that science should open up to the public and these questions were raised, it became clear that coming up with satisfactory answers would be a complex challenge. The inaccessibility of scientific language and methods, due to ever increasing specialisation, is at the base of its very success. Thus, translating specialised knowledge to become understandable, interesting and relevant to various publics creates particular perils. This is exacerbated by the ongoing disruption of the public discourse through the digitisation of communication platforms. For example, the availability of medical knowledge on the internet and the immense opportunities to inform oneself about health risks via social media

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are undermined by the manipulable nature of this technology that does not allow its users to distinguish between credible content and misinformation. In countries around the world, scientists, policy-makers and the public have high hopes for science communication: that it may elevate its populations educationally, that it may raise the level of sound decision-making for people in their daily lives, and that it may contribute to innovation and economic well-being. This collection of current reflections gives an insight into the issues that have to be addressed by research to reach these noble goals, for South Africa and by South Africans in particular.

Welcome to Groundhog Weather School! Ever wonder where Groundhog Day first began? Want to know the reason why we have different weather seasons? Curious about how some plants and animals can help predict the weather? Learn the answers to these questions and many more at Groundhog Weather School! This clever story—starring a cast of lovable groundhog characters—is a fresh, informative, and fun look at Groundhog Day through the eyes of the animals who are the stars of it each year.

Study & Master Physical Sciences Grade 12 has been especially developed by an experienced author team for the Curriculum and Assessment Policy Statement (CAPS). This new and easy-to-use course helps learners to master essential content and skills in Physical Sciences.

Across the world STEM (learning and work in Science, Technology, Engineering and Mathematics) has taken central importance in education and the economy in a way that few other disciplines have. STEM competence has become seen as key to higher productivity, technological adaptation and research-based innovation. No area of educational provision has a greater current importance than the STEM disciplines yet there is a surprising dearth of comprehensive and world-wide information about STEM policy, participation, programs and practice. The Age of STEM is a state of the art survey of the global trends and major country initiatives in STEM. It gives an international overview of issues such as: STEM strategy and coordination curricula, teaching and assessment women in STEM indigenous students research training STEM in the graduate labour markets STEM breadth and STEM depth The individual chapters give comparative international analysis as well as a global overview, particularly focusing on the growing number of policies and practices in mobilising and developing talent in the STEM fields. The book will be of particular interest to anyone involved in educational policy, those in education management and leaders in both schooling and tertiary education. It will have a wider resonance among practitioners in the STEM disciplines, particularly at university level, and for those interested in contemporary public policy.

This book provides an exciting history of the discovery of Ramsey Theory, and contains new research along with rare photographs of the mathematicians who developed this theory, including Paul Erdős, B.L. van der Waerden, and Henry Baudet.

Comprehensive yet accessible, this key Handbook provides an up-to-date overview of the fast growing and increasingly important area of 'public communication of science and technology', from both research and practical perspectives. As well as

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introducing the main issues, arenas and professional perspectives involved, it presents the findings of earlier research and the conclusions previously drawn. Unlike most existing books on this topic, this unique volume couples an overview of the practical problems faced by practitioners with a thorough review of relevant literature and research. The practical Handbook format ensures it is a student-friendly resource, but its breadth of scope and impressive contributors means that it is also ideal for practitioners and professionals working in the field. Combining the contributions of different disciplines (media and journalism studies, sociology and history of science), the perspectives of different geographical and cultural contexts, and by selecting key contributions from appropriate and well-respected authors, this original text provides an interdisciplinary as well as a global approach to public communication of science and technology.

Each volume in the 7-volume series *The World of Science Education* reviews research in a key region of the world. These regions include North America, South and Latin America, Asia, Australia and New Zealand, Europe and Israel, North Africa and the Middle East, and Sub-Saharan Africa. The focus of this Handbook is on research in science education in mostly former British colonies in Sub-Saharan Africa and the scholarship that most closely support this program.

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