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State-of-the-art and novel methodologies and technologies allow researchers, designers, and domain experts to pursue technology-enhanced learning (TEL) solutions targeting not only cognitive processes but also motivational, personality, or emotional factors. The International Conference in Methodologies and Intelligent Systems for Technology-Enhanced Learning (MIS4TEL'21) is hosted by the University of Salamanca and was held in Salamanca (Spain) from October 6-8, 2021. The annual appointment of MIS4TEL established itself as a

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consolidated fertile forum where scholars and professionals from the international community, with a broad range of expertise in the TEL field, share results and compare experiences. The calls for papers of the 11th edition of the conference welcomed novel research in TEL and expands on the topics of the previous editions: It solicited work from new research fields (ranging from artificial intelligence and agent-based systems to robotics, virtual reality, Internet of things and wearable solutions, among others) concerning methods and technological opportunities, and how they serve to create novel approaches to TEL, innovative TEL solutions, and valuable TEL experiences.

International Advances in Education: Global Initiatives for Equity and Social Justice is an international research monograph series that contributes to the body of inclusive educational policies and practices focused on: empowering society's most vulnerable groups; raising the ethical consciousness of those in positions of authority; and encouraging all to take up the mantle of global equity in educational opportunity, economic freedom and human dignity. Each themed volume in this series draws on the research and innovative practices of investigators, academics, educators, politicians, administrators, and community organizers around the globe. This volume consists of three sections; each centered on an aspect of gender equity in the context of education. The chapters are drawn from a wide range of countries including: Australia, China, Gambia, India, Italy, Kenya, Kyrgyzstan, Laos, Slovenia, Swaziland, Grenada, Jamaica, Trinidad, Tobago, The United States, and Turkey addressing issues of



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gender equity, citizenship education, egalitarianism in sexual orientation, and strategies to combat human trafficking. The 15 chapters document both the progress and challenges facing those who strive for gender equity in access to education, the portrayal of women in curricula, and the acceptance of diverse sexual orientations within differing country contexts and provide an overview of promising policies, practices and replicable successful programs.

Autism is a word most of us are familiar with. But do we really know what it means? Children with autism are challenged by the most essential human behaviors. They have difficulty interacting with other people-often failing to see people as people rather than simply objects in their environment. They cannot easily communicate ideas and feelings, have great trouble imagining what others think or feel, and in some cases spend their lives speechless. They frequently find it hard to make friends or even bond with family members. Their behavior can seem bizarre. Education is the primary form of treatment for this mysterious condition. This means that we place important responsibilities on schools, teachers and children's parents, as well as the other professionals who work with children with autism. With the passage of the Individuals with Disabilities Education Act of 1975, we accepted responsibility for educating children who face special challenges like autism. While we have since amassed a substantial body of research, researchers have not adequately communicated with one another, and their findings have not been integrated into a proven curriculum. *Educating Children with Autism* outlines an interdisciplinary approach to education for children with autism. The committee explores what makes education effective for the child with autism and identifies specific characteristics of programs that work. Recommendations are offered for choosing educational

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content and strategies, introducing interaction with other children, and other key areas. This book examines some fundamental issues, including: How children's specific diagnoses should affect educational assessment and planning How we can support the families of children with autism Features of effective instructional and comprehensive programs and strategies How we can better prepare teachers, school staffs, professionals, and parents to educate children with autism What policies at the federal, state, and local levels will best ensure appropriate education, examining strategies and resources needed to address the rights of children with autism to appropriate education. Children with autism present educators with one of their most difficult challenges. Through a comprehensive examination of the scientific knowledge underlying educational practices, programs, and strategies, *Educating Children with Autism* presents valuable information for parents, administrators, advocates, researchers, and policy makers.

klasgids is al meer as 50 jaar lank die afrikaansonderwyser (afrikaans huistaal en eerste addisionele taal) se regterhand in die klaskamer. die tydskrif verskyn kwartaalliks en bevat onder ander: vraestelle, taal oefeninge en -toetse, besprekings en vrae oor voorgeskrewe gedigte en kortverhale, wenke vir onderwysers en lesers oor allerhande onderwerpe, lees wat doen onderwysers wat omgee vir hul leerders en vir afrikaans!

The abstracts of the XXX International Congress of Psychology (July 2012, Cape Town) are

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published as a supplement to Volume 47 of the International Journal of Psychology. The published volume includes the abstracts of the invited addresses, symposia, oral and poster presentations, numbering over 5,000 separate contributions and creating an invaluable overview of the discipline of psychological science around the world today.

The search for a means to an end to apartheid erupts into conflict between a black township youth and his "old-fashioned" black teacher.

Robert Weis' third edition of Introduction to Abnormal Child and Adolescent Psychology adopts a developmental psychopathology approach to understanding child disorders. Using case studies, this perspective examines the emergence of disorders over time, pays special attention to risk and protective factors that influence developmental processes and trajectories, and examines child psychopathology in the context of normal development. Designed to be flexible via its focused modular organization, the text reflects the latest changes to the DSM (DSM 5, 2013) and is updated with new research and developments in the field.

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