

Higher Education Department Test Papers

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Department of Higher Education and Training (DHET) – Overview

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Assessment by examination in UK higher education ---

The National Senior Certificate (NSC) examinations commonly referred to as “matric” has become an annual event of major public significance. It not only signifies the culmination of twelve years of formal schooling but the NSC examinations is a barometer of the health of the education system. The first national examination, under the newly elected democratic government was administered in November 1996, following a highly decentralized approach.

NSC Examinations – Department of Basic Education

Ministry of Education, Heritage and Arts Private Mail Bag, Government Building Suva. Senikau House Gordon St. Suva Phone – 3314477 Fax – 3314757

Immersed as they are in current debates about how best to respond to these pressures, faculty and administrators will welcome this up-to-date and timely account, which offers not only a look at current practices but an examination of the future of accountability in American higher education.

The application of scientific method to the study of college problems in the field of curricula, methods, administration, and student personnel is increasing rapidly. The experimental method--the setting up of alternative procedures in such a way that the factor under study may be isolated for measurement--appeals more to college faculty members than other methods of investigation. It is the method to which many of them are accustomed in their academic fields. It is the method which allows for greatest objectivity, and hence carries the greatest weight. Recognizing the fundamental importance of this experimentation, the Division of Colleges and Professional Schools of the United States Office of Education hopes to shape its program so as to be of as great assistance as possible in stimulating experimentation in the universities and colleges. The conference in the Pacific Northwest at which the papers published in this bulletin were read, was the first of what it is hoped may be a series of regional conferences where results of experimentation may be reported and discussed. The present bulletin is the first of what it is hoped may be a series of bulletins to be published by the United States Office of Education, making available the results of experimental studies in higher education. Following a foreword by Fred J. Kelly and an introduction by Henry D. Sheldon, papers presented in this bulletin include: (1) How reliable are college marks? (Howard R. Taylor and Clifford L. Constance); (2) Improvement of the essay type examination (R.W. Leighton); (3) An evaluation of certain tests and information for predicting success in normal school (C.C. Upshall and Harry V. Masters); (4) The significance of personnel measures at the University of Oregon (Howard R. Taylor and Clifford L. Constance); (5) A study of the college aptitude and ability of high-school seniors (John S. Jordan); (6) Remedial reading instruction as a phase of personnel work in higher education (F.W. Parr); (7) The prediction of success in English composition (L. Kenneth Shumaker); (8) Remedial measures for college freshmen (J. DeWitt Davis and Harold Saxe Tuttle); (9) An aptitude test as an aid in administering large sectioned courses (A.B. Stillman); (10) Establishing a student mental hygiene clinic (Othniel R. Chambers); and (11) Teacher-aptitude tests and teacher selection (Nelson L. Bossing). Individual papers contain footnotes, tables, and bibliographies. [Best copy available has been provided.]

Today's students are faced with the challenge of utilizing technology to support not only their personal lives, but also their academic careers. Technology Implementation and Teacher Education: Reflective Models provides teachers with the resources needed to address this challenge and develop new methodologies for addressing technology in practice. With chapters focusing on online and blended learning, subject-specific teacher education and social and affective issues, this reference provides a comprehensive, international perspective on the role of technology in shaping educational practices.

Contents include: •Test-Based Accountability: The Promise and the Perils Tom Loveless (Brookings) • Can the Federal Government Improve Education Research? Brian Jacob (Harvard University) and Jens Ludwig (Georgetown University) •Realizing the Promise of Brand-Name Schools Steven F.Wilson (Harvard University) • School Choice: How an Abstract Idea Became a Political Reality Joseph P. Viteritti (Hunter College, CUNY) • Education Reform and Content: The Long View E.D. Hirsch Jr. (Core Knowledge Foundation) • Evidence-Based Reading Policy in the United States: How Scientific Research Informs Instructional Practices Reid Lyon and Vinita Chhabra (National Institutes of Health) and Sally E. Shaywitz and Bennett A. Shaywitz (Yale University)

More than just a statutory compilation, New York Education Laws is the best way to keep up-to-date with the broad spectrum of laws impacting education in New York. With commentary on the latest laws by Thomas M. Hamilton, Esq., this volume provides readers with handy summaries of important caselaw, summaries of decisions of the Commissioner of Education, and summaries of new legislation. New York education laws are constantly in flux, and the new edition provides you with an efficient and innovative way to keep abreast of the latest changes. New York Education Laws is a compilation of the entire text of Education Law Titles I-VIII extracted from the New York Consolidated Laws, along with many other related statutes that touch on the administration of education in New York. It includes important topics such as school district organization, taxation and financial administration, special schools and instruction, and state and city colleges and institutions. Now, school principals, administrators, educational organizations, attorneys and state officials will have access to all education laws they need in one volume.