

Ghana



**BECE English
Language Prep**

English Language Bece 2014 Ghana

Tonya Huber, James G. O'Meara



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The Impacts of Language and Literacy Policy on Teaching Practices in Ghana Philomena Osseo-Asare, 2021-03-15 This text critically examines changes in Ghanaian language and literacy policy following independence in 1957 to consider its impacts on early literacy teaching. By adopting a postcolonial theoretical perspective, the text interrogates the logic behind policy changes which have prioritised English local language or biliteracy. It draws on data from interviews with teachers and researcher observation to demonstrate how policies have influenced teaching and learning. Dr Osseo Asare's findings inform the development of a conceptual framework which highlights the socio cultural factors that impact the literacy and biliteracy of young children in Ghana, offering solutions to help teachers combat the challenges of frequent policy changes. This timely monograph will prove to be an essential resource not only for researchers working on education policies, teacher education and English language learning in postcolonial Ghana, but also for those looking to identify the thematic and methodological nuances of studying literacy and education in postcolonial contexts.

Learning, Design, and Technology J. Michael Spector, Barbara B. Lockee, Marcus D. Childress, 2023-10-14 The multiple related fields encompassed by this Major Reference Work represent a convergence of issues and topics germane to the rapidly changing segments of knowledge and practice in educational communications and technology at all levels and around the globe. There is no other comparable work that is designed not only to gather vital current and evolving information and understandings in these knowledge segments but also to be updated on a continuing basis in order to keep pace with the rapid changes taking place in the relevant fields. The Handbook is composed of substantive 5 000 to 15 000 words, peer reviewed entries that examine and explicate seminal facets of learning theory, research and practice. It provides a broad range of relevant topics, including significant developments as well as innovative uses of technology that promote learning performance and instruction. This work is aimed at researchers, designers, developers, instructors and other professional practitioners.

Junior Graphic Mavis Kitcher (Mrs), 2014-04-02

Teacher Education at the Edge Tonya Huber, James G. O'Meara, 2019-12-01 International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe, asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places and perspectives shaping Education 2030 outcomes. Education 2030 topics of interest include but are not limited to: Improving access to quality early childhood development care and pre primary education; Ensuring equal access for all women and men to affordable and quality education; Increasing the number of youth and adults who have skills relevant for sustainable living and livelihoods; Ensuring equal access for the vulnerable, including persons with disabilities.

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Ransford Tetteh,2014-04-15

Socioculturally Responsive Assessment Randy E. Bennett,Linda

Darling-Hammond,Aneesha Badrinarayan,2025-05-01 Socioculturally Responsive Assessment assembles the best available thinking from within and outside the educational measurement community about the theoretical foundations and systems level policy implications of formal assessment programs designed to be socioculturally responsive Synthesized from culturally responsive assessment design and practices culturally relevant pedagogy and funds of knowledge universal design for learning the learning sciences and other literatures this emerging concept affirms that students learning and performance is inextricably tied to the social cultural and linguistic contexts in which they live and develop knowledge Across four sections this book provides an argument and initial evidence for impact on students users and assessment quality offers guidance for implementation and examines the potential limitations pitfalls barriers and measurement issues that such programs will inevitably raise Scholars teaching faculty test developers and policymakers will come away with integral foundations new assessment approaches and a greater sense of the potential for positive impact that these assessments may afford

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