

programs resolve a variety of educational issues related to equal access of curricula, funding, and quality. The current issue lies with educational institutions' ability to implement these types of programs using research-based methods and strategies that enhance academic student achievement. This study initiates the research by identifying the perceptions of the stakeholder participants in the Edgenuity online learning program regarding graduation rates and other comparisons between Edgenuity graduates and non-Edgenuity graduates. The study captured these perceptions using student surveys, teacher interviews, and reports from the Edgenuity program and the district's student information system. A pragmatic approach was used with mixed methods afforded by the use of the CIPP model from the Use Branch developed by Stufflebeam and Coryn. The data analysis process included the use of the Qualtrics survey program to administer and analyze the results from student surveys and coding to analyze the teacher interview responses. The study revealed that stakeholders perceived the Edgenuity program as satisfactory with suggested adjustments regarding the processes, practices, and procedures in an effort to make relevant and necessary changes for the future of the online program.

Simplified Chinese edition of *A Raisin in the Sun*

The goal of this book is to bring together the concept of self-efficacy theory with practical how-to strategies for both teachers and parents to use in heightening their students' levels of self-efficacy. The book examines how self-efficacy theory relates to

the acquisition of mathematical competence. The text also provides specific and practical how-to strategies for both teachers and parents in applying these principles to classroom mathematics instruction and activities. The self-efficacy practices and applications to mathematics are also suitable for families working with learners outside the school environment. Acquiring mathematical skills requires more than knowing arithmetic tables, memorizing rules, and knowing proofs. It requires a basic belief that one is capable of obtaining this information, making sense of it, and applying and generalizing it in mathematical problems. In addition, a student must believe that obtaining these skills leads to a positive outcome, whether it is perceived to be a good or passing grade, comfort-level in tackling mathematical problems, being able to advance to the next mathematics course, being able to score highly on the math section of the SAT and/or be competitive for a desired job. The ability of students to achieve and exceed grade level competence in mathematics is addressed through the lens of Albert Bandura's Self-Efficacy Theory. This theoretical position states that one will persist in mastering a behavior (in this case, mastering mathematical principles and skills), in the face of obstacles or failures—to the extent that one believes he or she has the ability to do so, and that there is a desired outcome for doing so. The research literature on the role of self-efficacy in mathematic instruction is examined to demonstrate the validity of using this concept to increase student (and parent/teacher) confidence in learning and applying grade-appropriate math content. Specific teaching

Simplified Chinese edition of a New York Times bestseller and the Pulitzer Prize-winning book ANGELA'S ASHES: A Memoir (Part 1 of 3) by Frank McCourt.

Despite extreme poverty and desperation of his childhood McCourt recounts his early age in an affecting and uplifting voice in this luminous memoir. In Simplified Chinese. Distributed by Tsai Fong Books, Inc.

How might digital technology and notably smart technologies based on artificial intelligence (AI), learning analytics, robotics, and others transform education? This book explores such question. It focuses on how smart technologies currently change education in the classroom and the management of educational organisations and systems.

The new edition of this book is a practical guide to the clinical examination of orthopaedic complaints. Divided into 12 sections, the text begins with an overview of how to approach a physical examination. The following sections cover examination techniques for injuries in each part of the musculoskeletal system, from hip and knee, foot and ankle, to shoulder, elbow, wrist and hand; and spine. The book concludes with guidance on how to read an X-ray and provides a selection of short cases and long and short questions to help candidates prepare for theory examinations. Presented in question and answer format, the third edition has been fully revised and includes new topics to provide

trainees with the latest advances in the field. The comprehensive text is further enhanced by clinical photographs, diagrams and tables to assist learning. Key points Practical guide to the clinical examination of orthopaedic injuries Fully revised, new edition providing trainees with latest advances in the field Provides short and long questions to help candidates prepare for theory examinations Previous edition (9789350257838) published in 2012

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Camp Green Lake, a juvenile detention facility where there is no lake, and there are no happy

Everyone---Especially Ourselves. Dan Ariely is a Professor of Psychology and Behavioral Economics at Duke University.

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Many school districts across this great nation are facing serious patterns of underachievement of students who do not fit well in a mainstream educational environment. The purpose of this qualitative phenomenological research study was to explore the perceptions and experiences of graduates from a credit-recovery nontraditional alternative high school that influenced his or her graduation. Nationally, many high school students are not earning sufficient credits to remain on grade level with their freshman level cohort. These at-risk students need options with stronger incentives to obtain high school credits and meet graduation requirements. Credit-recovery nontraditional alternative high schools involve an at-risk student population who are at a greater risk of academic, social, and emotional struggles. These students benefit from additional support that a nontraditional setting offers. This study involved interviewing 12 high

