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Blue Pelican Java - Charles E. Cook 2005

"Blue Pelican Java" is a somewhat unusual high school computer science textbook. Most computer science texts will begin with a section on the history of computers followed with a flurry of definitions that are just "so many words" to the average student. The approach here is to first give the student some experience upon which to hang the definitions that come later. The usual practice of introducing classes and objects is deferred until the student has a firm grasp of the fundamentals (loops, decision structures, etc). Thus, the beginning student is not overwhelmed by the simultaneous introduction of OOPs and the fundamentals. The book includes plenty of exercises (many in "contest" form), programming projects, and a huge appendix.

Investigating Evolutionary Biology in the Laboratory - William F. McComas 2006

Effective Teaching Methods - Gary D. Borich 2013-05-22

In a conversational style, this market-leading text shows how to apply effective, realistic, research-based teaching practices in today's heterogeneous classrooms. *Effective Teaching Methods: Research-Based Practice, 8/E*, prepares teachers to meet the many challenges presented by the changing face of the American school and classroom teaching today—and discover the opportunities for professional growth and advancement those changes provide. The content presented is the direct result of years of research and observation of effective teaching practices in actual classrooms. These are the experiences of real teachers in real classroom, showing teachers both what to do to meet today's teaching challenges, and how to do it. The 8th edition provides readers with new coverage of important topics including Multiple Intelligences, professional learning communities, working with parents, and standardized testing. A new chapter on Technology Integration includes information on 21st century learning technologies, why teaching with technology is important, and assessing technology integration as well as its effectiveness.

Measurement and Assessment in Teaching - M. David Miller 2012

Prev. editions entered under: Linn, Robert L.

Science Education - Keith S. Taber 2016-12-27

"This book comprises a wide range of scholarly essays introducing readers to key topics and issues in science education. Science education has become a well established field in its own right, with a vast literature, and many active areas of scholarship.

Science Education: An International Course Companion offers an entry point for students seeking a sound but introductory understanding of the key perspectives and areas of thinking in science education. Each account is self-contained and offers a scholarly and research-informed introduction to a particular topic, theme, or perspective, with both citations to key literature and recommendations for more advanced reading. *Science Education: An International Course Companion* allows readers (such as those preparing for school science

teaching, or seeking more advanced specialist qualifications) to obtain a broad familiarity with key issues across the field as well as guiding wider reading about particular topics of interest. The book therefore acts as a reader to support learning across courses in science education internationally. The broad coverage of topics is such that that the book will support students following a diverse range of courses and qualifications. The comprehensive nature of the book will allow course leaders and departments to nominate the book as the key reader to support students – their core 'course companion' in science education."

Assessment of Learning - Wynne Harlen 2007-10-02

This book takes a critical look at how students' achievements are assessed for a range of purposes, from reporting progress to selection and qualification. It considers the relationship between what is taught, and how, and what and how learning outcomes are assessed. The impact of using assessment results for setting targets and evaluation of provision for learning is also discussed. The pros and cons of using tests and examinations and alternatives based on the judgments of teachers are considered in terms of four key criteria: validity, reliability, impact and required resources. Evidence from research and examples of current practice in different countries within and outside the UK support the case for making more and better use of teachers' judgments in assessment of learning. In this way assessment of learning (summative assessment) can be compatible with assessment for learning (formative assessment).

Teaching Thinking Skills - Joan Boykoff Baron 1987

This book presents essays by ten eminent psychologists, educators, and philosophers that unite classical and modern theories of thought with the latest practical approaches to the learning and teaching of thinking skills.

Expo '77 - Vincent Chukwuemeka Ike 1991

You in America - Chimamanda Ngozi Adichie 2006

The Electron: Its Isolation and Measurement and the Determination of Some of Its Properties - Robert Andrews Millikan 2018-02-05

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important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

Cooperation and Competition - David W. Johnson 1989

Diagnosing Foreign Language Proficiency - J. Charles Alderson 2006-11-01

This book addresses the need for tests that can diagnose the strengths and weaknesses in learners' developing foreign language proficiency. It presents the rationale for, and research surrounding, the development of DIALANG, a suite of internet-delivered diagnostic foreign language tests funded by the European Commission. The word 'diagnosis' is common in discussions in language education and applied linguistics, but very few truly diagnostic tests exist. However, the diagnosis of foreign language proficiency is central to helping learners make progress. This volume explores the nature of diagnostic testing, emphasizing the need for a better understanding of the nature of appropriate diagnosis. The book starts with a debate about how diagnostic testing might most appropriately be developed. Charles Alderson argues that the field has neglected to construct diagnostic tests, partly because other forms of testing have dominated the field. Alderson examines how proficiency has been diagnosed in the key areas of language: reading, listening, writing, grammar and vocabulary. The value of self-assessment is discussed and exemplified as a key component in developing learners', and teachers', awareness of the complexity of language learning. The book ends with a consideration of and recommendations for future developments in the diagnosis of foreign language proficiency.

Fast Feedback - Bruce Tulgan 1999-01

FAST stands for Frequent, Accurate, Specific and Timely, and FAST Feedback is a new approach to performance evaluation in sync with today's fast-paced, rapidly changing workplace. FAST can be used in conjunction with or as an alternative to six and twelve month reviews. FAST links training directly with ongoing performance evaluation by keeping employees in a constant feedback loop. There are many ways to implement FAST Feedback in your organization, including the customizable forms included in this pocket guide.

Teachers' Guides to Inclusive Practices - Rachel Janney 2013

Need quick, practical, ready-to-use guidance on teaching all students-and making appropriate modifications for kids who need extra support? Get a clear and concrete plan for K-12 inclusion in this NEW edition of the bestselling book in the Teachers' Guides to Inclusive Practices series. Packed with field-tested strategies, case studies, and planning tools, this hands-on guide will help teachers deliver effective universal instruction in core content areas and create customized adaptations and flexible supports for students with diverse needs and abilities. Teachers will learn what really.

Harvest of Corruption - Frank Ogodu Ogbecbe 2005

Teaching Thinking - Robert J. Swartz 2016-07-15

Originally published in 1990, this title attempts to provide for the educational practitioner an overview of a field that responded in the 1980s to a major educational agenda. This innovative 'agenda' called for teaching students in ways that dramatically improved the quality of their thinking. Its context is a variety of changes in education that brought the explicit teaching of thinking to the consciousness of more and more teachers and administrators.

Discussion and Lecture Method in Chemistry - Abubakar Nyamida 2020-07-22

Research Paper (undergraduate) from the year 2020 in the subject Didactics - Chemistry, grade: 3.5, University of Jos, language: English, abstract: The main purpose of this study is to examine the effects of discussion and lecture method on senior secondary two students' performance and interest in chemistry in Jos North, Nigeria. Specifically, the study sets out to determine the effects of discussion and lecture methods on academic achievements in chemistry and on academic achievement of male and female students who are taught chemistry. Teaching and learning are important parts of the process of education which are aimed at the development of learners' understanding and skills with which to become useful citizens in society. Education involves the total efforts of the community to raise its political, social and economic standard of living. The implication of this is the development of a nation which depends on largely the level of its scientific and technological literacy. Thus, the importance of chemistry as a subject cannot be underrated especially in Nigeria where the national income rests on petroleum and petrochemical industries.

Handbook of Research on Science Teaching and Learning - Dorothy Gabel 1994

Sponsored by the National Science Teachers Association, this handbook provides a uniquely comprehensive and current survey of the best research in science education compiled by the most renowned researchers. More than summaries of findings, the content provides an assessment of the significance of research, evaluates new developments, and examines current conflicts, controversies, and issues in the major science disciplines: biology, chemistry, physics, and earth science.

Stronger Food and Drug Regulatory Systems Abroad -

National Academies of Sciences, Engineering, and Medicine 2020-04-09

Ensuring the safety of food and the quality and safety of medicines in a country is an important role of government, made more complicated by global manufacturing and international trade. By recent estimates, unsafe food kills over 400,000 people a year, a third of them children under 5, mostly in low- and middle-income countries; every year poor quality medicines cause about 70,000 excess deaths from childhood pneumonia and roughly 8,500 to 20,000 malaria deaths in sub-Saharan Africa alone. The Federal Drug Administration (FDA) Office of Global Policy and Strategy is charged with improving capacity of the agency's foreign counterpart offices and increasing understanding of the importance of regulatory systems for public health, development, and trade. At the request of the FDA, this study sets out a strategy to support good quality, wholesome food and safe, effective medical products around the world. Its goal is to build on the momentum for strengthening regulatory systems and to set a course for sustainability and continued progress. The 2012 report *Ensuring Safe Food and Medical Products Through Stronger Regulatory Systems Abroad* outlined strategies to secure international supply chains, emphasized capacity building and support for surveillance in low- and middle-income countries, and explored ways to facilitate work sharing among food and medical product regulatory agencies. This new study assess progress made and the current regulatory landscape.

Teaching Science as Investigations - Richard Moyer 2007 Provides teachers with a series of developed 5-E inquiry lesson models in dequential development for physical, life, and earth/space science concepts, and includes lesson plans and activity/work sheets.

The Good Study Guide - Andrew Northedge 2005-01-01

Developing your learning skills is one of the best investments you can make. We all need to be lifelong learners now. Whether you are an experienced student or

just starting out this book will stimulate, guide and support you. It will make you think about yourself and how your mind learns. And it will change forever the way that you study. Topics include:- motivating yourself and managing your time- taking full advantage of your computer- reading with concentration and understanding- developing flexible note-taking strategies- getting the most from seminars and workshops- making presentations- researching online- handling numbers and charts with confidence- writing clear, well argued assignments- doing yourself justice in exams. For more information, go to www.goodstudyguide.co.uk

AP - Philip Michael Sadler 2010

Draws together the most recent and rigorous research on the strengths and weaknesses of the Advanced Placement program. Examines closely the differences between AP and other high school courses, as well as variations among AP courses. In-depth studies gauge the impact of AP coursework on student performance in college. Finally, researchers examine the use of AP information in college admissions. From publisher description.

Instructional Technology and Media for Learning - Sharon E. Smaldino 2013-08-27

A core text for Intro to Educational Technology courses. With its hallmark ASSURE technology integration model and classroom cases, this renowned text places readers squarely in the classroom while providing a framework that teaches them to apply what they learn about computers, multimedia, Internet, distance learning, and audio/visual technologies to the 21st Century classroom instruction. Filled with examples drawn from authentic elementary and secondary education situations, this text paints a vivid picture of technology and media enhancing and supporting teaching and learning. The ASSURE cases are supported by video, guided reflection prompts, and lesson plans that demonstrate strong technology integration and lesson planning. In addition to preparing educators with best practices to incorporate technology and media to meet the needs of 21st Century learners, the book includes strong coverage of copyright concerns, free and inexpensive media resources, as well as learning theory and instructional models. The tenth edition updates reflect the accelerating trend toward digitizing information and school use of technologies, especially in the Web 2.0 era. The tenth edition also addresses the interaction among the roles of teachers, technology coordinators, and school media specialists, all complementary and interdependent teams within the school.

Teaching Secondary School Science: Pearson New International Edition - Rodger W Bybee 2014

Solidly grounded in current recommendations of the National Science Education Standards, this text offers teaching guidance and strategies for physical, biological, and earth science courses for middle school, junior high, and high school. The authors' extensive curriculum development experience imbues the text with a practical focus. Their collective knowledge of the field balances coverage of the theory and research behind the strategies they present. Also, inherent in the text is a description of the role of constructivism in science teaching and the connection between science and society including how technological development is driven by societal needs. A seven-part organization includes an introduction, historical perspectives and contemporary trends, goals and objectives, curriculum perspectives, planning for instruction and assessment, understanding and working with students, and induction and professional development. For middle through secondary school science teachers.

Women of Owu - Femi Osofisan 2006

This is an African retelling of Euripides: an unnervingly topical story of a people and a beloved city destroyed by the brutality of war. The play was first performed in Lagos in 2003 under the distinguished

director Chuck Mike, and subsequently toured the UK. ***What a Fright! - And Other Stories*** - Angus MacIver 1998-01-01

First Aid in English Reader A offers a diverse collection of fiction, non-fiction and poetry from many different cultures. Texts are drawn from a range of different genres with attractive illustrations to help engage the reader's attention. Arranged thematically, the texts are interspersed with comprehension questions and exercises designed to contribute to the reader's own writing skills. Suitable for use in the whole class or by individuals, pairs and groups.

The blinkards - Kobina Sekyi 1982

Premium on Affective Education - Paulina Oluremi Adesemowo 2005

ABC of Learning and Teaching in Medicine - Peter Cantillon 2017-09-25

ABC of Learning and Teaching in Medicine is an invaluable resource for both novice and experienced medical teachers. It emphasises the teacher's role as a facilitator of learning rather than a transmitter of knowledge, and is designed to be practical and accessible not only to those new to the profession, but also to those who wish to keep abreast of developments in medical education. Fully updated and revised, this new edition continues to provide an accessible account of the most important domains of medical education including educational design, assessment, feedback and evaluation. The succinct chapters contained in this ABC are designed to help new teachers learn to teach and for experienced teachers to become even better than they are. Four new chapters have been added covering topics such as social media; quality assurance of assessments; mindfulness and learner supervision. Written by an expert editorial team with an international selection of authoritative contributors, this edition of ABC of Learning and Teaching in Medicine is an excellent introductory text for doctors and other health professionals starting out in their careers, as well as being an important reference for experienced educators.

Women and Science - Stella Yemisi Erinoshio 2005

Factors Affecting Academic Performance - Julio Antonio Gonzalez-García 2017-02-01

Nowadays, society is constantly changing, and new ways of life are being developed by due to nonstop technological advancements. This generates changes in family, schools, the media, etc. New technologies are creating virtual environments to manage learning and academic achievement, and this is a new challenge to approach formal and informal education. In the last few decades, teachers, families, and educational administrators had very well-defined fields of action and roles to play. Now, these roles are disfigured, and influences from all agents are arguable and more difficult to face. At this current stage, problems sometimes appear that require different forms of intervention. Some of the problems are violence towards people; child abuse; drug abuse at increasingly early ages; integration problems due to immigration; dropping out of school; and typical problems related to student development, personality, disabilities, social and psychical maladjustment, teenagers socioaffective relationships, etc. Research on school success and failure has a long history, but there is still no agreement concerning the prevalence of these variables to explain academic achievement, the relationship between those variables, and which other variables modulate their level of impact. For many years, cognitive psychology has emphasized cognitive function as the most relevant for learning in school. However, recent studies highlight the importance of motivational and affective functions in building consistent models to

explain learning and academic achievement. This change of perspective, from the classical cognitive model to a self-regulated learning model, has implied a new orientation in the research of the factors involved in school success and failure. Self-regulated learning models try to integrate students cognitive, socioaffective, and behavioral aspects. These models describe the different components involved in successful learning at all school stages, explaining reciprocal relationships between those components and directly relating learning to personal achievement, motivation, volition, and emotions. With this new paradigm, students not only contribute to strengthening their intelligence, but also their motivational and emotional qualities, all related to achieving personal balance. This book presents studies, ideas, and recommendations to shed light on the complex educational world. Education has limits and difficulties, but it is also the only instrument that can develop students potential into personal success.

Assessing Affective Characteristics in the Schools -

Lorin W. Anderson 2013-05-13

The affective realm is a critical, but often forgotten, aspect of schooling. The development of character and the formation of appropriate learning environments rely to a large extent on understanding the affective nature of students. Even when the focus is on cognitive achievement, affect has a role to play. Teachers frequently mention a lack of motivation as a primary reason for students not achieving as well as they should or as well as their teachers would like. Despite the importance of affect, educators rarely make an effort to systematically collect and use information about students' affective characteristics to better understand students and to substantially improve the quality of education they receive. This book's purpose is to provide educators with the knowledge and skills they need to design and select instruments that can be used to gather information about students' affective characteristics. Once valid and reliable information has been gathered, it can be used to aid in understanding and to improve educational quality. The second edition features: * an updated list of affective characteristics (i.e., attitudes, values, interests, self-esteem, self-efficacy, locus of control) * a dual emphasis on selecting and designing affective assessment instruments * an emphasis on multi-scale instruments (i.e., a single instrument with multiple affective scales) * the use of a single small data set to illustrate and foster understanding of key concepts and procedures * a dual emphasis on data about individual students and groups of students * a dual focus on the instrumental value of affective data and the inherent value of affective data (i.e., affect is valuable in and of itself)

Math Makes Sense - 2008

Collaborative Teaming, Third Edition - Ph.D., Rachel

Janney 2015-01

Martha E. Snell is listed as the first author on the title page of the previous edition.

Activist Science and Technology Education - Larry Bencze

2014-06-05

This collection examines issues of agency, power, politics and identity as they relate to science and technology and education, within contemporary settings. Social, economic and ecological critique and reform are examined by numerous contributing authors, from a range of international contexts. These chapters examine pressing pedagogical questions within socio-scientific contexts, including petroleum economies, food justice, health, environmentalism, climate change, social media and biotechnologies. Readers will discover far reaching inquiries into activism as an open question for science and technology education, citizenship and democracy. The authors call on the work of prominent scholars

throughout the ages, including Bourdieu, Foucault, Giroux, Jasanoff, Kierkegaard, Marx, Nietzsche, Rancière and Žižek. The application of critical theoretical scholarship to mainstream practices in science and technology education distinguishes this book, and this deep, theoretical treatment is complemented by many grounded, more pragmatic exemplars of activist pedagogies. Practical examples are set within the public sphere, within selected new social movements, and also within more formal institutional settings, including elementary and secondary schools, and higher education. These assembled discussions provide a basis for a more radically reflexive reworking of science and technology education. Educational policy makers, science education scholars, and science and technology educators, amongst others, will find this work thought-provoking, instructive and informative.

And So to Teach - Derek Bickerstaffe 1972

Contemporary Debates in Education - Ron Brooks

2014-09-25

Did the Thatcher years and their aftermath constitute a revolution or a restoration in education. Do they represent a departure from, or a reinforcement of tradition? Contemporary Debates in Education is a thought-provoking volume which reviews the reforms of the eighties and early nineties, then follow this with an examination of the long-standing issues in education over the last century in order to relate current reforms and changes to their broader historical background, so that those with a general or professional interest in education can better understand the process in which they are involved.

Public Examinations Examined - Thomas Kellaghan

2019-11-19

High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease" takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog." Angela W. Little,

Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings.†? Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I am sure that Public Examinations Examined, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations.†? Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

Developing and Validating Test Items - Thomas M. Haladyna 2013-07-18

Since test items are the building blocks of any test, learning how to develop and validate test items has always been critical to the teaching-learning process. As they grow in importance and use, testing programs increasingly supplement the use of selected-response (multiple-choice) items with constructed-response formats. This trend is expected to continue. As a result, a new item writing book is needed, one that provides comprehensive coverage of both types of items and of the validity theory underlying them. This book is an outgrowth of the author's previous book, *Developing and Validating Multiple-Choice Test Items*, 3e (Haladyna, 2004). That book achieved distinction as the leading source of guidance on creating and validating selected-response test items. Like its predecessor, the content of this new book is based on both an extensive review of the literature and on its author's long experience in the testing field. It is very timely in this era of

burgeoning testing programs, especially when these items are delivered in a computer-based environment. Key features include ... Comprehensive and Flexible – No other book so thoroughly covers the field of test item development and its various applications. Focus on Validity – Validity, the most important consideration in testing, is stressed throughout and is based on the Standards for Educational and Psychological Testing, currently under revision by AERA, APA, and NCME Illustrative Examples – The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items. Strategies for training item writers and developing large numbers of items using algorithms and other item-generating methods are also presented. Based on Theory and Research – A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors.

E-Health and Telemedicine: Concepts, Methodologies, Tools, and Applications - Management Association, Information Resources 2015-09-23

Advances in medical technology increase both the efficacy and efficiency of medical practice, and mobile technologies enable modern doctors and nurses to treat patients remotely from anywhere in the world. This technology raises issues of quality of care and medical ethics, which must be addressed. *E-Health and Telemedicine: Concepts, Methodologies, Tools, and Applications* explores recent advances in mobile medicine and how this technology impacts modern medical care. Three volumes of comprehensive coverage on crucial topics in wireless technologies for enhanced medical care make this multi-volume publication a critical reference source for doctors, nurse practitioners, hospital administrators, and researchers and academics in all areas of the medical field. This seminal publication features comprehensive chapters on all aspects of e-health and telemedicine, including implementation strategies; use cases in cardiology, infectious diseases, and cytology, among others; care of individuals with autism spectrum disorders; and medical image analysis.