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The Handbook of Human and Social Conditions in Assessment is the first book to explore assessment issues and opportunities occurring due to the real world of human, cultural, historical, and societal influences upon assessment practices, policies, and statistical modeling. With chapters written by experts in the field, this book engages with numerous forms of assessment: from classroom-level formative assessment practices to national accountability and international comparative testing practices all of which are significantly influenced by social and cultural conditions. A unique and timely contribution to the field of Educational Psychology, the Handbook of Human and Social Conditions in Assessment is written for researchers, educators, and policy makers interested in how social and human complexity affect assessment at all levels of learning. Organized into four sections, this volume examines assessment in relation to teachers, students, classroom conditions, and cultural factors. Each section is comprised of a series of chapters, followed by a discussant chapter that synthesizes key ideas and offers directions for future research. Taken together, the chapters in this volume demonstrate that teachers, test creators, and policy makers must account for the human and social conditions that shape assessment if they are to implement successful assessment practices which accomplish their intended outcomes.

Cognitive research in translation and interpreting has reached a critical threshold of maturity that is triggering rapid expansion along exciting new paths that potentially lead to deeper connections with other disciplines. Innovation and Expansion in Translation Process Research reflects this broadening scope and reach, emphasizing ongoing methodological innovations, diversification of research topics and questions, and rich interactions with adjacent fields of research. The contributions to the volume can be grouped within four loosely defined themes: advances in traditional topics in translation process research, including problems in translation, translation competence or expertise, and specialization of translators; advances in research into the emotional or affective aspects of translating and translator training; innovations in machine translation and post-editing; expansion of cognitively-oriented translation studies to include editing processes and reception studies. This timely volume highlights the burgeoning growth, diversification, and connectivity of translation process research.

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With examples of validation studies, this book demonstrates how to design research investigating the validity of language tests.

The Routledge Handbook of Second Language Research in Classroom Learning is a comprehensive psycholinguistic approach to the issue of instructed language learning that is uniquely theoretical, methodological, empirical, pedagogical, and curricular. Bringing together empirical studies with theoretical underpinnings, this handbook focuses on conceptual replications/extensions of, and new research on, classroom learning or Instructed SLA (ISLA). In chapters from leading experts, the Handbook reports on the tenets of several models that have postulated the roles of cognitive processes in the L2 learning process and also covers two major methodological data-elicitation procedures to be employed in addressing learner cognitive processes (think-aloud protocols and eye-tracking). With a dedicated interest in the role of this research in pedagogical ramifications, this handbook strives for deeper understanding of how L2 learners process L2 data in instructional settings.

This book presents the proceedings of the 19th International Conference on Interactive Collaborative Learning, held 21-23 September 2016 at Clayton Hotel in Belfast, UK. We are currently witnessing a significant transformation in the development of education. The impact of globalisation on all areas of human life, the exponential acceleration of developments in both technology and the global markets, and the growing need for flexibility and agility are essential and challenging elements of this process that have to be addressed in general, but especially in the context of engineering education. To face these topical and very real challenges, higher education is called upon to find innovative responses. Since being founded in 1998, this conference has consistently been devoted to finding new approaches to learning, with a focus on collaborative learning. Today the ICL conferences have established themselves as a vital forum for the exchange of information on key trends and findings, and of practical lessons learned while developing and testing elements of new technologies and pedagogies in learning.

Announcements for the following year included in some vols.

For any organization to be successful, it must operate in such a manner that knowledge and information, human resources, and technology are continually taken into consideration and managed effectively. Business concepts are always present regardless of the field or industry – in education, government, healthcare, not-for-profit, engineering, hospitality/tourism, among others. Maintaining organizational awareness and a strategic frame of mind is critical to meeting goals, gaining competitive advantage, and ultimately ensuring sustainability. The Encyclopedia of Organizational Knowledge, Administration, and Technology is an inaugural five-volume publication that offers 193 completely new and previously unpublished articles authored by leading experts on the latest concepts, issues, challenges, innovations, and opportunities covering all aspects of modern organizations. Moreover, it is comprised of content that highlights major breakthroughs, discoveries, and authoritative research results as they pertain to all aspects of organizational growth and development including methodologies that can help companies thrive and analytical tools that assess an organization's internal health and performance. Insights are offered in key topics such as organizational structure, strategic leadership, information technology management, and business analytics, among others. The knowledge compiled in this publication is designed for entrepreneurs, managers, executives, investors, economic analysts, computer engineers, software programmers, human resource departments, and other industry professionals seeking to understand the latest tools to emerge from this field and who are looking to incorporate them in their practice. Additionally, academicians, researchers, and students in fields that include but are not limited to business, management science, organizational development, entrepreneurship, sociology, corporate psychology, computer science, and information technology will benefit from the research compiled within this publication.