Business Enterprise Simulation Deped

Budget literacy is defined as 'the ability to read, decipher, and understand public budgets to enable and enhance meaningful citizen participation in the budget process'. It is comprised of two main parts - (i) a technical understanding of public budgets, including familiarity with government spending, tax rates and public debt and; (ii) the ability to engage in the budget process, comprising of practical knowledge on day-to-day issues, as well as an elementary understanding of the economic, social and political implications of budget policies, the stakeholders involved and when and how to provide inputs during the annual budget cycle. Given that no international standards or guidelines have been established for budget literacy education to date, this book seeks to address this gap by taking stock of illustrative initiatives promoting budget literacy for youth in selected countries. The underlying presumption is that when supply-side actors in the budget process -- governments -- simplify and disseminate budget information for demand-side actors -- citizens -- this information will then be used by citizens to provide feedback on the budget. However, since citizens are often insufficiently informed about public budgets to constructively participate in budget processes one way to empower them and to remedy the problem of "budget illiteracy" is to provide budget-literacy education in schools to youth, helping them evolve into civic-minded adults with the essential knowledge needed for analyzing their government's fiscal policy objectives and measures, and the confidence and sense of social responsibility to participate in the oversight of public resources. This book elaborates on approaches, learning outcomes, pedagogical strategies and assessment approaches for budget literacy education, and presents lessons that are relevant for the development, improvement, or scaling up of budget literacy initiatives.

This compelling two-volume collection presents the major literary contributions to the economic analysis of the consequences of trade liberalization on growth, productivity, labor market outcomes and economic inequality. Examining the classical theories that stress gains from trade stemming from comparative advantage, the selection also comprises more recent theories of imperfect competition, where any potential gains from trade can stem from competitive effects or the international transmission of knowledge. Empirical contributions provide evidence regarding the explanatory power of these various theories, including work on the effects of trade openness on economic growth, wages, and income inequality, as well as evidence on the effects of trade on firm productivity, entry and exit. Prefaced by an original introduction from the editor, the collection will to be an invaluable research resource for academics, practitioners and those drawn to this fascinating topic.

A unique resource for both academics and practitioners, School District Budgeting provides a comprehensive look at the resource allocation process, from developing planning guidelines to reporting the results of financial operations. An all-inclusive guide, the book provides theoretical and practical treatments of the entire budget process.

How to Create and Conduct Real-Life Reusable Case Studies with Industry Employer Alliances and Projects Written and Endorsed by Science and Business Professionals in the Research Triangle Park in North Carolina, USA. Many students and university teachers are unfamiliar with the industry environment. Case studies developed in collaboration with working professionals can help students and professors bridge the gap between universities and industry. This book provides guidance on how to approach industry professionals and create educational alliances. The strategy of establishing contact with industry employers and the process of developing and teaching case-studies are described. Among the case-studies are examples of how to identify biomarkers and new drugs simultaneously, prioritize and develop products in compliance with rules and regulations, commercialize products and protect and manage the intellectual property, optimize processes and technologies for manufacturing, and minimize human errors in production.

The popular author of Classroom Instruction That Works discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom.

A comprehensive look at the promise and potential of online learning In our digital age, students have dramatically new learning needs and must be prepared for the idea economy of the future. In Getting Smart, well-known global education expert Tom Vander Ark examines the facets of educational innovation in the United States and abroad. Vander Ark makes a convincing case for a blend of online and onsite learning, shares inspiring stories of schools and programs that effectively offer "personal digital learning" opportunities, and discusses what we need to do to remake our schools into "smart schools." Examines the innovation-driven world, discusses how to combine online and onsite learning, and reviews "smart tools" for learning Investigates the lives of learning professionals, outlines the new employment bargain, examines online universities and "smart schools" Makes the case for smart capital, advocates for policies that create better learning, studies smart cultures

With contributions from leading scholars, this compelling volume offers fresh insights into literacy teaching and learning—and the changing nature of literacy itself—in today's K–12 classrooms. The focus is on varied technologies and literacies such as social networking sites, text messaging, and online communities. Cutting-edge approaches to integrating technology into traditional, print-centered reading and writing instruction are described. Also discussed are ways to teach the new skills and strategies that students need to engage effectively with digital texts. The book is unique in examining new literacies through multiple theoretical lenses, including behavioral, semiotic, cognitive, sociocultural, critical, and feminist perspectives.

Ethical failures are rooted in leadership failure, the lack of a corporate culture in which ethical concerns have been integrated, and unresponsiveness to key organizational stakeholders. This book seeks to enhance our understanding of the causes of ethical debacles in an era when ethical missteps can often lead to corporate bankruptcies or worse. Sims offers practical solutions for mitigating damage and preventing such problems from happening in the first place. He also explains how to institutionalize ethics throughout an organization. Sims asserts that organizations wishing to behave ethically must do more than harbor good intentions. Such companies must implement policies that inculcate the corporate culture with ethical values. They must also commit to ethical behavior in all interactions with internal and external stakeholders, including investors, customers, employees, and the community.

In 1984, R. Edward Freeman published his landmark book, Strategic Management: A Stakeholder Approach, a work that set the agenda for what we now call stakeholder theory. In the intervening years, the literature on stakeholder theory has become vast and diverse. This book examines this body of research and assesses its relevance for our understanding of modern business. Beginning with a discussion of the origins and development of stakeholder theory, it shows how this corpus of theory has influenced a variety of different fields, including strategic management, finance, accounting, management, marketing, law, health care, public policy, and environment. It also features in-depth discussions of two important areas that stakeholder theory has helped to shape and define: business ethics and corporate social responsibility. The book concludes by arguing that we should re-frame capitalism in the terms of stakeholder theory so that we come to see business as creating value for stakeholders.

In an era of globalization and urbanization, various social, economic, and environmental challenges surround advances in modern biological sciences. Considering how biological knowledge and practice are intrinsically related to building a sustainable relationship between nature and human society, the roles of biology education need to be rethought to respond to issues and changes to life in this biocentury. This book is a compilation of selected papers from the Twenty Third Biennial Conference of the Asian Association for Biology Education 2010. The title, Biology Education for Social

and Sustainable Development, demonstrates how rethinking and reconstruction of biology education in the Asia-Pacific region are increasingly grounded in deep understandings of what counts as valuable local knowledge, practices, culture, and ideologies for national and global issues, and education for sustainable development. The 42 papers by eminent science educators from Australia, China, Philippines, Singapore, Taiwan, and the U.S., represent a diversity of views, understandings, and practices in biology education for sustainable development from school to university in diverse education systems and social-cultural settings in the Asia-Pacific region and beyond. The book is an invaluable resource and essential reference for researchers and educators on Asian perspectives and practices on biology education for social and sustainable development.

This open access book presents contemporary perspectives on the role of a learning society from the lens of leading practitioners, experts from universities, governments, and industry leaders. The think pieces argue for a learning society as a major driver of change with far-reaching influence on learning to serve the needs of economies and societies. The book is a testimonial to the importance of learning communities. It highlights the pivotal role that can be played by non-traditional actors such as city and urban planners, citizens, transport professionals, and technology companies. This collection seeks to contribute to the discourse on strengthening the fabric of a learning society crucial for future economic and social development, particularly in the aftermath of the coronavirus disease.

Although much has changed in schools in recent years, the power of differentiated instruction remains the same—and the need for it has only increased. Today's classroom is more diverse, more inclusive, and more plugged into technology than ever before. And it's led by teachers under enormous pressure to help decidedly unstandardized students meet an expanding set of rigorous, standardized learning targets. In this updated second edition of her best-selling classic work, Carol Ann Tomlinson offers these teachers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how to divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. With a perspective informed by advances in research and deepened by more than 15 years of implementation feedback in all types of schools, Tomlinson explains the theoretical basis of differentiated instruction, explores the variables of curriculum and learning environment, shares dozens of instructional strategies, and then goes inside elementary and secondary classrooms in nearly all subject areas to illustrate how real teachers are applying differentiation principles and strategies to respond to the needs of all learners. This book's insightful guidance on what to differentiate, how to differentiate, and why lays the groundwork for bringing differentiated instruction into your own classroom or refining the work you already do to help each of your wonderfully unique learners move toward greater knowledge, more advanced skills, and expanded understanding. Today more than ever, The Differentiated Classroom is a must-have staple for every teacher's shelf and every school's professional development collection.

This open access book analyzes the main drivers that are influencing the dramatic evolution of work in Asia and the Pacific and identifies the implications for education and training in the region. It also assesses how education and training philosophies, curricula, and pedagogy can be reshaped to produce workers with the skills required to meet the emerging demands of the Fourth Industrial Revolution. The book's 40 articles cover a wide range of topics and reflect the diverse perspectives of the eminent policy makers, practitioners, and researchers who authored them. To maximize its potential impact, this Springer-Asian Development Bank co-publication has been made available as open access.

Addresses the impacts of data mining on education and reviews applications in educational research teaching, and learning This book discusses the insights, challenges, issues, expectations, and practical implementation of data mining (DM) within educational mandates. Initial series of chapters offer a general overview of DM, Learning Analytics (LA), and data collection models in the context of educational research, while also defining and discussing data mining's four guiding principles— prediction, clustering, rule association, and outlier detection. The next series of chapters showcase the pedagogical applications of Educational Data Mining (EDM) and feature case studies drawn from Business, Humanities, Health Sciences, Linguistics, and Physical Sciences education that serve to highlight the successes and some of the limitations of data mining research applications in educational settings. The remaining chapters focus exclusively on EDM's emerging role in helping to advance educational research—from identifying at-risk students and closing socioeconomic gaps in achievement to aiding in teacher evaluation and facilitating peer conferencing. This book features contributions from international experts in a variety of fields. Includes case studies where data mining techniques have been effectively applied to advance teaching and learning Addresses applications of data mining in educational research, including: social networking and education; policy and legislation in the classroom; and identification of at-risk students Explores Massive Open Online Courses (MOOCs) to study the effectiveness of online networks in promoting learning and understanding the communication patterns among users and students Features supplementary resources including a primer on foundational aspects of educational mining and learning analytics Data Mining and Learning Analytics: Applications in Educational Research is written for both scientists in EDM and educators interested in using and integrating DM and LA to improve education and advance educational research.

Now in its 10th edition, Business Finance is an essential introduction to financial decision-making in businesses. Taking a user-friendly approach, it explores the type of investments a business should make and how they should be financed, and successfully blends the theoretical, analytical and practical aspects of finance and investments. The new edition has a strong real world focus, exploring the theories surrounding financial decision making and relating these theories to what happens in the real business world. Key features: An extensive range of up-to-date real-world examples Examination of the divergences between theory and practice Expanded explanations of complex theories Comprehensive coverage of the latest international issues Clear design and pedagogical features for enhanced readability and quick reference Visit the companion website for this book at www.pearsoned.co.uk/mclaney where you will find a variety of resources for

students and lecturers alike. Business Finance is suitable for undergraduates in accounting and finance and for those on finance and financial management courses. It is also appropriate for postgraduate students with an option in accounting and finance and will be highly useful for professional accounting students. Eddie McLaney is Visiting Fellow in Accounting and Finance at the University of Plymouth.

Cut through the noise and make better college and career choices This book is about addressing the college-choosing problem. The rankings, metrics, analytics, college visits, and advice that we use today to help us make these decisions are out of step with the progress individual students are trying to make. They don't give students and families the information and context they need to make such a high-stakes decision about whether and where to get an education. Choosing College strips away the noise to help you understand why you're going to school. What's driving you? What are you trying to accomplish? Once you know why, the book will help you make better choices. The research in this book illustrates that choosing a school is complicated. By constructing more than 200 mini-documentaries of how students chose different postsecondary educational experiences, the authors explore the motivations for how and why people make the decisions that they do at a much deeper, causal level. By the end, you'll know why you're going and what you're really chasing. The book: Identifies the five different Jobs for which students hire postsecondary education Allows you to see your true options for what's next Offers guidance for how to successfully choose your pathway Illuminates how colleges and entrepreneurs can build better experiences for each Job The authors help readers understand not what job students want out of college, but what "Job" students are hiring college to do for them.

This compilation analyses the differences between the concepts of 'social responsibility' and 'business ethics', which are often erroneously interpreted to be the same. It explains that social responsibility is a characteristic but just one of the many aspects of the much wider concept of business ethics. The collection includes contributions from experts from diverse fields such as industry, academia and non-governmental organizations, who present the theoretical underpinning of the concepts, along with real-life case studies dealing with the varied, hands-on experiences of leaders from different industries. This book will be an insightful read for professionals in the field of Business and Management.

Schools and Health is a readable and well-organized book on comprehensive school health programs (CSHPs) for children in grades K-12. The book explores the needs of today's students and how those needs can be met through CSHP design and development. The committee provides broad recommendations for CSHPs, with suggestions and guidelines for national, state, and local actions. The volume examines how communities can become involved, explores models for CSHPs, and identifies elements of successful programs. Topics include: The history of and precedents for health programs in schools. The state of the art in physical education, health education, health services, mental health and pupil services, and nutrition and food services. Policies, finances, and other elements of CSHP infrastructure. Research and evaluation challenges. Schools and Health will be important to policymakers in health and education, school administrators, school physicians and nurses, health educators, social scientists, child advocates, teachers, and parents.

"Nurses play a vital role in improving the safety and quality of patient car -- not only in the hospital or ambulatory treatment facility, but also of community-based care and the care performed by family members. Nurses need know what proven techniques and interventions they can use to enhance patient outcomes. To address this need, the Agency for Healthcare Research and Quality (AHRQ), with additional funding from the Robert Wood Johnson Foundation, has prepared this comprehensive, 1,400-page, handbook for nurses on patient safety and quality -- Patient Safety and Quality: An Evidence-Based Handbook for Nurses. (AHRQ Publication No. 08-0043)."--Online AHRQ blurb, http://www.ahrq.gov/qual/nurseshdbk.

This guidance note underscores the potential of education technology (EdTech) solutions in transforming learning, teaching, and training systems during and after the coronavirus disease (COVID-19) pandemic. Since the COVID-19 outbreak, governments have been coping with and responding to the challenges posed by the closure of education institutions while guidelines from international agencies seek to address the disruptions and responses. Drawing from and reinforcing the key principles of these courses of action, the guidance note also provides suggestions and pointers that stakeholders in developing countries can consider for a long-term road map to improve quality, relevance, and inclusion in education. It is one of a series produced by the Asian Development Bank for key sectors and thematic areas.

This book brings together recent research on interpersonal relationships in education from a variety of perspectives including research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning thrives when there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans. Further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how constructive learning environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

When children and adolescents participate in the recommended level of physical activity—at least 60 minutes daily—multiple health benefits accrue. Most youth, however, do not engage in recommended levels of physical activity. Schools provide a unique venue for youth to meet the activity recommendations, as they serve nearly 56 million youth. At the same time, schools face increasing challenges in allocating time for physical education and physical activity during the school day.

OECD countries are attaching rising importance to lifelong learning and active employment policies as tools of economic growth and social equity. Effective information and guidance systems are essential to support the implementation of these policies,

This handy resource describes and illustrates the concepts underlying the "First Principles of Instruction" and illustrates First Principles and their application in a wide variety of instructional products. The book introduces the e3 Course Critique Checklist that

can be used toevaluate existing instructional product. It also providesdirections for applying this checklist and illustrates its use fora variety of different kinds of courses. The Author has alsodeveloped a Pebble-in-the-Pond instructional design model with anaccompanying e3 ID Checklist. This checklistenables instructional designers to design and develop instructionalproducts that more adequately implement First Principles ofInstruction.

OECD's Innovation Strategy calls upon all sectors in the economy and society to innovate in order to foster productivity, growth and well-being. Education systems are critically important for innovation through the development of skills that nurture new ideas and technologies.

This synthesis report explores the implications of the Fourth Industrial Revolution (4IR) on the future of the job market in Southeast Asia. It is part of the series of reports that assesses how jobs, tasks, and skills are being transformed in industries with high relevance to 4IR technologies in Cambodia, Indonesia, the Philippines, and Viet Nam. The series provides recommendations to strengthen policies, skills, and training as well as new approaches, strategies, and actions to enhance the readiness of each country's workforce for 4IR.

Six dental schools have closed in the last decade and others are in jeopardy. Facing this uncertainty about the status of dental education and the continued tension between educators and practitioners, leaders in the profession have recognized the need for purpose and direction. This comprehensive volume--the first to cover the education, research, and patient care missions of dental schools--offers specific recommendations on oral health assessment, access to dental care, dental school curricula, financing for education, research priorities, examinations and licensing, workforce planning, and other key areas. Well organized and accessible, the book Recaps the evolution of dental practice and education. Reviews key indicators of oral health status, outlines oral health goals, and discusses implications for education. Addresses major curriculum concerns. Examines health services that dental schools provide to patients and communities. Looks at faculty and student involvement in research. Explores the relationship of dental education to the university, the dental profession, and society at large. Accreditation, the dental workforce, and other critical policy issues are highlighted as well. Of greatest interest to deans, faculty, administrators, and students at dental schools, as well as to academic health centers and universities, this book also will be informative for health policymakers, dental professionals, and dental researchers.

Effective classroom formative assessment helps educators make minute-by-minute, day-by-day instructional decisions. This clear, practical guide for teachers centers on five key instructional strategies, along with an overview of each strategy and practical formative assessment techniques for implementing it in K-12 classrooms: Clarifying, sharing, and understanding learning intentions and success criteria Engineering productive discussion and activities that elicit evidence of learning Providing feedback that moves learners forward Activating students as learning resources for each other Activating students as owners of their own learning The authors provide guidance on when and how to use the specific techniques, along with tips, cautions, and enhancements to sustain formative assessment.

Across OECD countries, almost one in every five students does not reach a basic minimum level of skills. This book presents a series of policy recommendations for education systems to help all children succeed.

The Association Between School-Based Physical Activity, Including Physical Education, and Academic PerformanceCreateSpace

This survey aims to help countries review and develop policies to make the teaching profession more attractive and more effective.

This report on the funding of school education constitutes the first in a series of thematic comparative reports bringing together findings from the OECD School Resources Review. School systems have limited financial resources with which to pursue their objectives and the design of school funding policies plays a key role in ensuring that resources are directed to where they can make the most difference. As OECD school systems have become more complex and characterised by multi-level governance, a growing set of actors are increasingly involved in financial decision-making. This requires designing funding allocation models that are aligned to a school system's governance structures, linking budget planning procedures at different levels to shared educational goals and evaluating the use of school funding to hold decision makers accountable and ensure that resources are used effectively and equitably. This report was co-funded by the European Commission. .

Some 70 percent of U.S. manufacturing output currently faces direct foreign competition. While American firms understand the individual components of their manufacturing processes, they must begin to work with manufacturing systems to develop world-class capabilities. This new book identifies principles--termed foundations--that have proved effective in improving manufacturing systems. Authored by an expert panel, including manufacturing executives, the book provides recommendations for manufacturers, leading to specific action in three areas: Management philosophy and practice. Methods used to measure and predict the performance of systems. Organizational learning and improving system performance through technology. The volume includes in-depth studies of several key issues in manufacturing, including employee involvement and empowerment, using learning curves to improve quality, measuring performance against that of the competition, focusing on customer satisfaction, and factory modernization. It includes a unique paper on jazz music as a metaphor for participative manufacturing management. Executives, managers, engineers, researchers, faculty, and students will find this book an essential tool for guiding this nation's businesses toward developing more competitive manufacturing systems.

The twentieth century has seen the creation and evolution of technologies beyond imagination a century ago. The computer has enabled the digital presentation of knowledge, and increased the speed with which information can be captured and processed. The acceptance of these technologies has led to a new alternative for providing education and training--distance learning. This book focuses on the processes, techniques and tools that are being used to successfully plan, implement and operate distance learning projects.

Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education results from the Joint ICMI/IASE Study Teaching Statistics in School Mathematics: Challenges for Teaching and Teacher Education. Oriented to analyse the teaching of statistics in school and to recommend improvements in the training of mathematics teachers to encourage success in preparing statistically literate students, the volume provides a picture of the current situation in both the teaching of school statistics and the pre-service education of mathematics teachers. A primary goal of Teaching Statistics in School Mathematics-Challenges for Teaching and Teacher Education is to describe the

essential elements of statistics, teacher's professional knowledge and their learning experiences. Moreover, a research agenda that invites new research, while building from current knowledge, is developed. Recommendations about strategies and materials, available to train prospective teachers in university and in-service teachers who have not been adequately prepared, are also accessible to the reader.

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