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This book is a critical assessment of the knowledge base on educational effectiveness, covering a period of five decades of research. It formulates a “lean” theory of good schooling, and identifies and explains instances of “ineffectiveness”, such as low effect sizes of malleable conditions, for which expectations are highly strung. The book presents a systemic outlook on educational effectiveness and improvement, as it starts out from an integrated multi-level model that comprises system level, school level and instructional conditions. It offers a

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classification of school improvement strategies and scenarios for system level educational improvement. Above all, the analysis is very systematic, comprehensive and strongly grounded in theory. The book includes a case study analysis of various strands of improvement-oriented educational policy in the Netherlands as an illustration of some of the arguments used.

This book, *Applied Social Sciences: Social Work*, is a collection of essays specific to the field of social work. The approach is both holistic (assessment of social work, burnout, counselling, history of social work, migration, models of excellence in social work, unemployment, workaholism) and atomistic (child attachment, children 's

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rights, coping strategies and associated work – family conflict, emotional neglect, monoparental families, physical abuse, positive child disciplining, psychological abuse, rehabilitation of delinquent minors, social inclusion of youth, etc). The types of academic readership it will appeal to include: academic teaching staff, doctors, parents, psychologists, researchers, social workers, students, and teachers in the field of social work, who wish to improve personally and professionally. It may also be useful to all those who interact, one way or another, with the human factor.

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This book represents one of the most up-to-date collections of articles on clinical practice and research in the field of Autism Spectrum Disorders (ASD). The scholars who contributed to this book are experts in their field, carrying out cutting edge research in prestigious institutes worldwide (e.g., Harvard Medical School, University of California, MIND Institute, King ' s College, Karolinska Institute, and many others). The book addressed many topics, including (1) The COVID-19 pandemic; (2) Epidemiology and prevalence; (3) Screening and early behavioral markers; (4) Diagnostic and phenotypic profile; (5) Treatment and intervention; (6) Etiopathogenesis

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(biomarkers, biology, and genetic, epigenetic, and risk factors); (7) Comorbidity; (8) Adulthood; and (9) Broader Autism Phenotype (BAP). This book testifies to the complexity of performing research in the field of ASD. The published contributions underline areas of progress and ongoing challenges in which more certain data is expected in the coming years. It would be desirable that experts, clinicians, researchers, and trainees could have the opportunity to read this updated text describing the challenging heterogeneity of Autism Spectrum Disorder.

This book explores an approach to school improvement that merges the traditions of educational effectiveness research and school improvement efforts. It displays how the

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dynamic model, which is theoretical and empirically validated, can be used in both traditions. Each chapter integrates evidence from international and national studies, showing how the knowledge-base of educational effectiveness research can be used for improvement purposes. In a clear and practicable manner it outlines:

- Foundations of the improvement approach
- Research projects investigating the impact of the dynamic approach
- Guidelines and practical solutions to translating the approach into action
- Further developments for school improvement
- Exploring the crucial factors in the establishment of this environment, the authors outline a dynamic framework that helps schools collect data, through self-evaluation mechanisms, taking decisions about

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priorities for improvement, and developing appropriate policies and action plans. This approach emphasises educational targets and provides means to achieve them that are flexible enough to fit in with the circumstances of the individual school. The book draws upon research across the world, conducted especially in the United States, Europe, and Australasia, expertly showcasing how the dynamic approach can be used in a wide variety of educational settings. A key book for all professionals working in education; academics, researchers, policy-makers, school advisors and practitioners will find it invaluable. Not only it is a must for graduate students, university libraries, and individual academics but also for school management teams, school support agencies and

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officials in educational policy.

This unique collection shows what happens when one university takes on the challenge of developing the scholarship of teaching and learning with a view to enhancing students' learning experiences. Authors from the sciences, engineering, humanities and social sciences, and from the health sciences, demonstrate the research they have done to investigate their students' learning. The editors, Angela Brew and Judyth Sachs, have captured the intricacies of teaching and learning in different academic domains in this rich and varied collection. The book explores students' responses to contemporary art, to multicultural music and to architecture for the poor and dispossessed. It

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explores students' ability to transfer mathematical knowledge from one subject to another; how students learn to talk like a pharmacist, or understand basic concepts in physics; how students are prepared for university study in first year classes or in the operating theatre; how they learn to write like a scientist; how they learn in online discussions and how they understand group work and group assessment. Each chapter is grounded in rigorous research and scholarship and indicates actions that have been taken to improve teaching and students' learning. This book is a remarkable demonstration of scholarly teaching practice from a single institution. It should be read by all teachers and managers in higher and tertiary education institutions interested in developing teaching and learning.

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