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Oxford International Primary Computing: Student Oxford International Primary Computing: Student Book 1 Oxford International Primary Computing: Student GCSE Computer Science for AQA Student Book International Computing for Lower Secondary Student's Book Stage 9 Law for Computing Students Computational Thinking and Coding for Every Student Compute-IT: Student's Book 2 - Computing for KS3 Compute-IT: Student's Book 3 - Computing for KS3 Cambridge Lower Secondary Computing 7 Student's Book Oxford International Primary Computing: Student Cambridge Lower Secondary Computing 8 Student's Book Compute-IT: Student's Book 1 - Computing for KS3 International Computing for Lower Secondary Student's Book Stage 8 International Computing for Lower Secondary Student's Book Stage 7 Unlocking the Clubhouse Oxford International Primary Computing: Student Book 2: Oxford International Primary Computing: Student Book 2 Thesis Projects Students' Guide to Business Computing Compute-IT: Student's Book 1 - Computing for KS3 Information Systems Oxford International Primary Computing: Student Book 5: Oxford International Primary Computing: Student Book 5 The Student Guide to Computer Science C++ CAREER PATHS Oxford International Primary Computing: Student Book 5 The Voyage of the Mimi Ubiquitous Computing in Education Students, Computers and Learning Connecting with Computer Science Computer, Student Economy Edition The Essence of Computing Projects Compute-IT 2 Computers & Composing New Directions for Computing Education The New Digital Shoreline Basic English for Computing Oxford International Primary Computing: Student Book 4 Elementary Mac Computing Oxford International Primary Computing: Student Book 2 Handbook of Research on Equity in Computer Science in P-16 Education

Written for the beginning computing student, this text engages readers by relating core computer science topics to their industry application. The book is written in a comfortable, informal manner, and light humor is used throughout the text to maintain interest and enhance learning. All chapters contain a multitude of exercises, quizzes, and other opportunities for skill application. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. A complete three-year lower secondary computing course that takes a real-life, project-based approach to teaching young learners the vital computing skills they will need for the digital world. Each unit builds towards the creation of a final project, with topics ranging from to programming simple games to creating web pages. Deliver an exciting computing course for ages 11-14, providing full coverage of Digital Literacy, Computer Science and Information and Communications Technology objectives. The course covers the requirements of the national curriculum for England and is mapped to the Level 2 CSTA K-12 Computer Science Standards and the Cambridge Assessment International Education Digital Literacy Framework for Stages 7-9. - Ensure progression, with a clear pathway of skill steps building on previous experience and knowledge. - Recap and activate students' prior knowledge and skills with Do you remember? panels. - Demonstrate and practise new concepts and skills with Learn and Practice activities. - Broaden knowledge and understanding with Go further activities that apply skills and concepts in different contexts. - Introduce more challenging skills and activities with Challenge yourself! tasks. - Allow students to demonstrate their knowledge and skills creatively with engaging end of unit projects. - Develop computational thinking with panels throughout the activities. - Provide clear guidance on e-safety with a strong focus throughout. - Clear progression for students going on to study IGCSE Computer Science and IGCSE Information Technology. Available in the series: Stage 7 Student's Book: 9781510481985 Stage 7 Student eTextbook 9781510483538 Stage 7 Whiteboard eTextbook 9781510483545 Stage 7 Online Teacher's Guide 9781510483484 Stage 8 Student's Book: 9781510481992 Stage 8 Student eTextbook 9781510483569 Stage 8 Whiteboard eTextbook 9781510483552 Stage 8 Online Teacher's Guide 9781510483491 Stage 9 Student's Book: 9781510482005 Stage 9 Student eTextbook 9781510483606 Stage 9 Whiteboard eTextbook 9781510483590 Stage 9 Online Teacher's Guide 9781510483507 A new series of bespoke, full-coverage resources developed for the 2016 AQA and OCR GCSE Computer Science qualifications. Written for the AQA GCSE Computer Science specification for first teaching from 2016, this print Student Book uses an exciting and engaging approach to help students build their knowledge and master underlying computing principles and concepts. Designed to develop computational thinking, programming and problem-solving skills, this resource includes challenges that build on learning objectives, and real-life examples that demonstrate how computer science relates to everyday life. Remember features act as revision references for students and key mathematical skills relevant to computer science are highlighted throughout. A digital Cambridge Elevate-enhanced Edition and a free digital Teacher's Resource are also available. Oxford International Primary Computing takes a real-life, project based approach to teaching young learners the vital computing skills they need for the changing digital world. Each unit builds a series of skills towards the creation of final project, with topics ranging from programming simple computer games to creating an online yearbook. Compute-IT will help you deliver innovative lessons for the new Key Stage 3 Computing curriculum with confidence, using resources and meaningful assessment produced by expert educators. With Compute-IT you will be able to assess and record students' attainment and monitor progression all the way through to Key Stage 4. Developed by members of Computing at School, the national subject association for Computer Science, and a team of Master Teachers who deliver CPD through the Network of Excellence project funded by the Department for Education, Compute-IT provides a cohesive and supportive learnin. Most information systems textbooks overwhelm business students with overly technical information they may not need in their careers. This textbook takes a new approach to the required information systems course for business majors. For each topic covered, the text highlights key "Take-Aways" that alert students to material they will need to remember during their careers. Sections titled "Where You Fit In" and "Why This Chapter Matters" explain how the topics being covered will impact students on the job. Review questions, discussion questions, and summaries are also included. This second edition is updated to include new technology, along with a new running case study. Key features: Single-mindedly for business students who are not technical specialists Doesn't try to prepare IS professionals; other courses will do that Stresses the enabling technologies and application areas that matter the most today Based on the author's real-world experience Up to date regarding technology and tomorrow's business needs This is the book the author—and, more importantly, his students—wishes he had when he started teaching. Dr. Mallach holds degrees in engineering from Princeton and MIT, and in business from Boston University. He worked in the computer industry for two decades, as Director of Strategic Planning for a major computer firm and as co-founder/CEO of a computer marketing consulting firm. He taught information systems in the University of Massachusetts (Lowell and Dartmouth) business schools for 18 years, then at Rhode Island College following his retirement. He consults in industry and serves as Webmaster for his community, in between hiking and travel with his wife. This title is has been endorsed by Cambridge Assessment International Education Deliver an exciting computing course for ages 11-14, building on students' existing computing skills and experience whilst demonstrating new concepts, with practice opportunities to ensure progression. - Recap and activate students' prior knowledge with 'Do you remember?' panels and introduce more advanced skills with 'Challenge yourself!' tasks. - Allow students to demonstrate their knowledge creatively with engaging end of unit projects that apply skills and concepts in a range of different contexts. - Develop computational thinking with an emphasis on broadening understanding throughout the activities. - Provide clear guidance on e-safety with a strong focus throughout. Contents Introduction 1 Block it out: Moving from blocks to text 2 Decomposing problems: Creating a smart solution 3 Connections are made: Accessing the Internet 4 The power of data: Using data modelling 5 Living with AI: Digital data 6 Software development: Planning and prototyping Glossary Index We are working with Cambridge International to gain endorsement for this forthcoming series. Deliver an exciting computing course for ages 11-14, building on students' existing computing skills and experience whilst demonstrating new concepts, with practice opportunities to ensure progression. - Recap and activate students' prior knowledge with 'Do you remember?' panels and introduce more advanced skills with 'Challenge yourself!' tasks. - Allow students to demonstrate their knowledge creatively with engaging end of unit projects that apply skills and concepts in a range of different contexts. - Develop computational thinking with an emphasis on broadening understanding throughout the activities. - Provide clear guidance on e-safety with a strong focus throughout. Contents Introduction 1 TeenTech: Network structure and security 2 It's all in the planning: Pseudocode and algorithms 3 Let's talk technology: What's going on inside 4 Testing conditions: Developing games 5 Click and collect: Data collection and validation 6 Iterating through a solution: software design and development Glossary Index A complete six-year primary computing course that takes a real-life, project-based approach to teaching young learners the vital computing skills they will need for the digital world. Each unit builds a series of skills towards the creation of a final project, with topics ranging from designing your own robot to programming simple games and designing and creating web pages. Within each stage, key concepts are covered to give learners not only the skills they need to use technology effectively, but also the knowledge in how to do so creatively, safely and collaboratively: Â Understand how modern technology works Â Use a wide range of computer hardware and software for analytical and creative tasks Â Use the internet safely, respectfully, and selectively Â Write computer programs and develop computational thinking A complete six-year primary computing course that takes a real-life, project-based approach to teaching young learners the vital computing skills they will need for the digital world. Each unit builds towards the creation of a final project, with topics ranging from designing your own robot to programming simple games and creating web pages. You're a computing or information student with a huge mountain to climb – that final-year research project. Don't worry, because with this book guardian angels are at hand, in the form of four brilliant academics who will guide you through the process. The book provides you with all the tools necessary to successfully complete a final year research project. Based on an approach that has been tried and tested on over 500 projects, it offers a simple step-by-step guide to the key processes involved. Not only that, but the book also contains lots of useful information for supervisors and examiners including guidelines on how to review a final year project. The growing trend for high-quality computer science in school curricula has drawn recent attention in classrooms. With an increasingly information-based and global society, computer science education coupled with computational thinking has become an integral part of an experience for all students, given that these foundational concepts and skills intersect cross-disciplinarily with a set of mental competencies that are relevant in their daily lives and work. While many agree that these concepts should be taught in schools, there are systematic inequities that exist to prevent students from accessing related computer science skills. The Handbook of Research on Equity in Computer Science in P-16 Education is a comprehensive reference book that highlights relevant issues, perspectives, and challenges in P-16 environments that relate to the inequities that students face in accessing computer science or computational thinking and examines methods for challenging these inequities in hopes of allowing all students equal opportunities for learning these skills. Additionally, it explores the challenges and policies that are created to limit access and thus reinforce systems of power and privilege. The chapters highlight issues, perspectives, and challenges faced in P-16 environments that include gender and racial imbalances, population of growing computer science teachers who are predominantly white and male, teacher preparation or lack of faculty expertise, professional development programs, and more. It is intended for teacher educators, K-12 teachers, high school counselors, college faculty in the computer science department, school administrators, curriculum and instructional designers, directors of teaching and learning centers, policymakers, researchers, and students. Compute-IT will help you deliver innovative lessons for the new Key Stage 3 Computing curriculum with confidence, using resources and meaningful assessment produced by expert educators. With Compute-IT you will be able to assess and record students' attainment and monitor progression all the way through to Key Stage 4. Developed by members of Computing at School, the national subject association for Computer Science, and a team of Master Teachers who deliver CPD through the Network of Excellence project funded by the Department for Education, Compute-IT makes Computing for Key Stage 3 easy to teach, and fun and meaningful to learn, so you can: Follow well-structured and finely paced lessons along a variety of suggested routes through Key Stage 3 Deliver engaging and interesting lessons using a range of files and tutorials provided for a range of different programming languages Ensure progression throughout Key Stage 3 with meaningful tasks underpinned by unparalleled teacher and student support Assess students' work with confidence, using ready-prepared formative and summative tasks that are mapped to meaningful learning outcomes and statements in the new Programme of Study Creative and flexible in its approach, Compute-IT makes Computing for Key Stage 3 easy to teach, and fun and meaningful to learn. This is the first title in the Compute-IT course, which comprises three Student's Books, three Teacher Packs and a range of digital teaching and learning resources delivered through Dynamic Learning. Oxford International Primary Computing takes a real-life, project based approach to teaching young learners the vital computing skills they need for the changing digital world. Each unit builds a series of skills towards the creation of final project, with topics ranging from programming simple computer games to creating an online yearbook. Introduction to computing using turtle graphics and computer games. Intended to (1) acquaint teachers with the potential of computers, (2) show them what changes writers may have to make in their composing habits, and (3) inform teachers of the changes they may have to make in course syllabi to prepare students for the demands of the electronic world, this book examines the impact of technology on composition instruction. The first chapter discusses the capabilities and rapidly growing use in the business and professional world of such electronic technology as telecommunication systems and audio and electronic mail systems. The second chapter distills information about dictation and word processing systems from an extensive review of research literature and from interviews with computer users and trainers at various business sites across the country. Based on this, the third chapter outlines the curricula required to enable students to be effective composers at the computer. The fourth chapter contains forecasts of the kinds of research still needed for teachers to develop fruitful programs and strategies in the composition classroom. Appendixes include materials from the interviews, and information on audio mail systems and dictation processes. (HTH) Why should every student take a computing course? What should be the content of these courses? How should they be taught, and by whom? This book addresses these questions by identifying the broader reaches of computing education, problem-solving and critical thinking as a general approach to learning. The book discusses new approaches to computing education, and considers whether the modern ubiquity of computing requires an educational approach that is inherently interdisciplinary and distinct from the traditional computer science perspective. The alternative approach that the authors advocate derives its mission from an intent to embed itself within an interdisciplinary arts and science context. An interdisciplinary approach to computing is compellingly valuable for students and educational institutions alike. Its goal is to support the educational and intellectual needs of students with interests in the entire range of academic disciplines. It capitalizes on students' focus on career development and employers' demand for technical, while also engaging a diverse student body that may not possess a pre-existing interest in computing for computing's sake. This approach makes directly evident the applicability of computer science topics to real-world interdisciplinary problems beyond computing and recognizes that technical and computational abilities are essential within every discipline. The book offers a valuable resource for computer science and computing education instructors who are presently re-thinking their curricula and pedagogical approaches and are actively trying new methods in the classroom. It will also benefit graduate students considering a future of teaching in the field, as well as administrators (in both higher education and high schools) interested in becoming conversant in the discourse surrounding the future of computing education. 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It covers all the fundamental skills a student will need to meet and exceed the required standard every time.\*Provides complete coverage of skills needed to propose, produce and present projects; everything a student needs is in one convenient source\*Bridges the gap between academic and industrial projects; prepares students for real-world approaches\*Includes detailed material on referencing, literature, surveying, project management and presentation skills Compute-IT will help you deliver innovative lessons for the new Key Stage 3 Computing curriculum with confidence, using resources and meaningful assessment produced by expert educators. With Compute-IT you will be able to assess and record students' attainment and monitor progression all the way through to Key Stage 4. 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This is the first title in the Compute-IT course, which comprises three Student's Books, three Teacher Packs and a range of digital teaching and learning resources delivered through Dynamic Learning. This book covers the way computing was handled before the arrival of electronic computers. It discusses manual information processing and early technologies. The book describes the development of software technology, the professionalization of programming, and the emergence of a software industry. Are there computers in the classroom? Does it matter? Students, Computers and Learning: Making the Connection examines how students' access to and use of information and communication technology (ICT) devices has evolved in recent years, and explores how education systems and schools are integrating ICT into students' learning experiences. Based on results from PISA 2012, the report discusses differences in access to and use of ICT - what are collectively known as the "digital divide" - that are related to students' socio-economic status, gender, geographic location, and the school a child attends. The report highlights the importance of bolstering students' ability to navigate through digital texts. It also examines the relationship among computer access in schools, computer use in classrooms, and performance in the PISA assessment. As the report makes clear, all students first need to be equipped with basic literacy and numeracy skills so that they can participate fully in the hyper-connected, digitised societies of the 21st century. Looks at the gender gap that exists in computer science. Empower tomorrow's tech innovators Our students are avid users and consumers of technology. Isn't it time that they see themselves as the next technological innovators, too? Computational Thinking and Coding for Every Student is the beginner's guide for K-12 educators who want to learn to integrate the basics of computer science into their curriculum. Readers will find Strategies and activities for teaching computational thinking and coding inside and outside of school, at any grade level, across disciplines Instruction-ready lessons for every grade A discussion guide and companion website with videos, activities, and other resources Oxford International Primary Computing takes a real-life, project based approach to teaching young learners the vital computing skills they need for the changing digital world. Each unit builds a series of skills towards the creation of final project, with topics ranging from programming simple computer games to creating an online yearbook. A complete six-year primary computing course that takes a real-life, project-based approach to teaching young learners the vital computing skills they will need for the digital world. 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The book illustrates how to use theory and research to enhance technology integration, teaching practices, and student achievement. The significance of ubiquitous computing for teaching and learning is highlighted, as the text discusses why it is important, what it looks like, what the research tells us about it, and how ubiquitous computing can work in different types of learning environments today and in years to come. This book is of interest to researchers and graduate students in educational technology, as well as teachers, administrators, policymakers, and industry leaders who can use the text to make essential decisions related to their respective roles in education. This friendly guide is for anyone that currently is or are planning on taking a first or second computer science C++ course. It doesn't matter if it's high school or college. This guide will take you into the world of C++ programming, using easy to understand examples, explanations, and techniques to help you understand everything you need to know and more! It's even designed so you can flip through the chapters, and get to what you need, a great way to study for your tests, or even your final exam. No matter if you're a beginner, intermediate, or advanced programmer, this book is definitely for you! Two seismic forces beyond our control – the advent of Web 2.0 and the inexorable influx of tech-savvy Millennials on campus – are shaping what Roger McHaney calls “The New Digital Shoreline” of higher education. Failure to chart its contours, and adapt, poses a major threat to higher education as we know it. These forces demand that we as educators reconsider the learning theories, pedagogies, and practices on which we have depended, and modify our interactions with students and peers—all without sacrificing good teaching, or lowering standards, to improve student outcomes. Achieving these goals requires understanding how the indigenous population of this new shoreline is different. These students aren't necessarily smarter or technologically superior, but they do have different expectations. Their approaches to learning are shaped by social networking and other forms of convenient, computer-enabled and mobile communication devices; by instant access to an over-abundance of information; by technologies that have conferred the ability to personalize and customize their world to a degree never seen before; and by time-shifting and time-slicing. As well as understanding students' assumptions and expectations, we have no option but to familiarize ourselves with the characteristics and applications of Web 2.0—essentially a new mind set about how to use Internet technologies around the concepts of social computing, social media, content sharing, filtering, and user experience. Roger McHaney not only deftly analyzes how Web 2.0 is shaping the attitudes and motivations of today's students, but guides us through the topography of existing and emerging digital media, environments, applications, platforms and devices – not least the impact of e-readers and tablets on the future of the textbook – and the potential they have for disrupting teacher-student relationships; and, if appropriately used, for engaging students in their learning. This book argues for nothing less than a reinvention of higher education to meet these new realities. Just adding technology to our teaching practices will not suffice. McHaney calls for a complete rethinking of our practice of teaching to meet the needs of this emerging world and envisioning ourselves as connected, co-learners with our students. Students' Guide to Business Computing discusses topics concerning the use of computers in business. The book is comprised of nine chapters that define systems requirements and discuss the issues in designing a system. Chapter 1 covers the business enterprise, while Chapter 2 tackles business computers. Chapter 3 talks about initiating the systems development life cycle, and then Chapter 4 deals with determining system requirements. The book also covers systems design and choosing and using a programming language. Applications software and systems testing and implementation are also discussed. The last chapter talks about selecting business computing hardware and software. The text will be useful to entrepreneurs who want to integrate information technology into their business. A complete six-year primary computing course that takes a real-life, project-based approach to teaching young learners the vital computing skills they will need for the digital world. Each unit builds a series of skills towards the creation of a final project, with topics ranging from designing your own robot to programming simple games and designing and creating web pages. Within each stage, key concepts are covered to give learners not only the skills they need to use technology effectively, but also the knowledge in how to do so creatively, safely and collaboratively: Â· Understand how modern technology works Â· Use a wide range of computer hardware and software for analytical and creative tasks Â· Use the internet safely, respectfully, and selectively Â· Write computer programs and develop computational thinking

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