

Development Journal Of Science And Technology Research

This book develops and articulates a new perspective on the relationship between natural resources and development by foregrounding issues of innovation, knowledge, and industrial dynamics. Despite growing academic attention to the relationship between economic development and natural resources in social sciences, the issue has received rather limited attention in the field of Innovation Studies. This is problematic given the centrality of innovation and technological change for growth and development. Against that background, this book makes three contributions. Firstly, it summarizes and synthesizes existing insights about learning and innovation in Natural Resource Based Industries. Secondly, it develops new insights based on original research work. Thirdly, it distils and explains the remaining research challenges in the field. Containing important insights for researchers, businesses, and policymakers, this book will be useful to all those with an interest in navigating a natural resource based development pathway. This book was originally published as a special issue of Innovation and Development.

In October 2003 the U.S. Agency for International Development (USAID) and the National Research Council (NRC) entered into a cooperative agreement. The agreement called for the NRC to examine selected aspects of U.S. foreign assistance activities—primarily the programs of the USAID—that have benefited or could benefit from access to strong science, technology, and medical capabilities in the United States or elsewhere. After considering the many aspects of the role of science and technology (S&T) in foreign assistance, the study led to the publication of *The Fundamental Role of Science and Technology in International Development*. In the book special attention is devoted to partnerships that involve the USAID together with international, regional, U.S. governmental, and private sector organizations in fields such as health care, agriculture and nutrition, education and job creation, and energy and the environment. This book explores specific programmatic, organizational, and personnel reforms that would increase the effective use of S&T to meet the USAID's goals while supporting larger U.S. foreign policy objectives.

Volume 4 of *Advances in Developmental Biology and Biochemistry* consists of five chapters that review specific aspects of fly and mammalian development. In Chapter 1, Y. Mishina and R. Behringer discuss various aspects of Müllerian-inhibiting substance (MIS) in mammals, from a brief history of its discovery to recent studies of the MIS gene in transgenic and knock-out animals. In Chapter 2, C. Rushlow and S. Roth discuss the role of the dpp-group genes in dorsoventral patterning of the *Drosophila* embryo. In Chapter 3, M. Yip and H. Lipshitz discuss the terminal (asegmental termini) gene hierarchy of *Drosophila* and the genetic control of tissue specification and morphogenesis. In Chapter 4, R. Bachvarova discusses induction of mesoderm and the origin of anterior-posterior polarity in the mouse embryo, using the frog embryo as a paradigm. In Chapter 5, P. Vogt discusses human Y chromosome function in male germ cell development.

This book has been titled "Hudson's guide for teaching primary science" to distinguish it from other science education books by demonstrating an experiential perspective. I feel strongly about teaching science and I want quality science education for all students. This book aims to provide a sequential guide for learning how to teach primary science. As always in my practices as a teacher and school principal, I try to lead by example. So I will present many examples for you to critically analyse towards developing your own teaching practices. In teaching students science, I want you to be inspired but more importantly be inspiring.

Accurate understanding of peoples' livelihoods activities is needed to inform effective policy. Existing evidence relies heavily on studies that use designated respondents to provide information about their household members, imposing significant costs on these respondents along with possible distortions in the data. In rural Ghana, we randomize the order that household members are asked about and estimate that response fatigue leads to undercounting of labor activities by 8% on average. Women are twice as impacted as men while youth are four times as impacted as older adults, distorting both within-household and population wide comparisons. These biases result from women and youth being listed systematically later in rosters and stronger effects of fatigue for them, conditional on roster position. The implications of our results extend to other topics of enquiry as well, wherever similar repetitive survey structures are deployed, such as birth records, plot-level inputs, and household consumption and expenditures.

Support in higher education is an emerging area of great interest to professors, researchers and students in academic institutions. *Sustainability in Higher Education* provides discussions on the exchange of information between different aspects of sustainability in higher education. This book includes chapter contributions from authors who have provided case studies on various areas of education for sustainability. Focus on sustainability present studies in aspects related with higher education explores a variety of educational aspects from an sustainable perspective

Science is a subject matter that requires learners to explore the world and develop their own abilities on the basis of that exploration. As technology broadens and deepens, science teachers need to expand their Technological Pedagogical Content Knowledge (TPACK), which determines how well they use technology to help students learn science. The book details our efforts to prepare science teachers to teach with the help of technology, examining various aspects of teacher education, professional development and teaching material preparation. It consists of three parts, which focus on: how TPACK is conceptually constructed within the field of science education, how teacher evaluation and teaching materials are developed and utilized based on the transformative model and how science teachers are prepared and supported with electronic resources based on the integrative model. The book offers a valuable resource for all those working in science education, as well as those readers who are interested in teacher education. Science teachers will come to know how simulations and animations can pedagogically support student learning. Practices for teachers' TPACK development such as learning-by-design, evaluation and measurement and teacher communities are also addressed, applied and discussed in the case of science teachers. The individual chapters will provide teacher educators and

researchers from all disciplines with new insights into preparing teachers for the Digital Era.

India has recorded high levels of unemployment and low labor force participation rates in recent years even before the onset of the COVID-19 pandemic and the lockdown. How does an episode of unemployment or loss of income affect household consumption expenditure is an important question for designing effective safety nets. We use data on household-specific episodes of job loss and decline in income, from an earlier year (March-April 2019) to estimate the household response to employment shocks. We apply diff-in-diff and quantile regressions to a high-frequency panel data from a nationally representative survey of 1,75,000 households to estimate the impact of a job loss (and change in income) on household consumption expenditure—for urban and rural households, and households across different expenditure levels. We find that loss of employment of an earning member leads to a significant immediate decline in household consumption expenditure. The decline is much larger for urban households and households in the lowest and the highest deciles of monthly per capita. Durable expenses go down the most. Expenditure on health and education also goes down significantly and there is evidence of adjustments in discretionary expenses too, especially for urban households. For households with only one earning member, borrowing does not increase after the job loss, suggesting credit constraints. Government cash transfers help rural households, as the beneficiaries show a smaller reduction in consumption expenditure after the shock. Our findings highlight the high vulnerability of urban households to economic shocks and can inform the design and targeting of income support and other safety-net programs in India and other developing countries.

The literature on children who grow up in circumstances of social and economic disadvantage is very much a part of the place and time. Charles Dickens (1812-1870) wrote much about children who suffered under the burden of being poor in 19th Century London. In that age of industrialization, technical advances brought much progress to society, but also resulted in seismic population shifts. Large numbers of people moved from rural agricultural settings and lifestyles to the cities, where the new engines of industry promised more opportunities. We have progressed today, but there are still many children living under vulnerable conditions that affect their development, health and future. In this book, we have gathered research studies that explore social, economic and environmental factors impacting on child health and human development.

In today's world of rapid technological changes, science and technology play a key role in the development of a nation, in improving standards of living, and in advancing industrial growth. Combining a wide range of perspectives--from sociology, history, economics, and political science--this volume explores the constitution and growth of scientific communities and the current state of scientific potential in a wide range of developing countries. The African, Asian, and Latin American case studies shed light on a variety of fundamental issues of direct relevance to developing nations. The issues discussed include the colonial and postcolonial experiences of the countries studied; the role played by key actors like state and scientific elites; the influence of differing political systems on the growth of science and technology; and the reasons why, despite comparable approaches to developing science and technology, the resulting progress varies dramatically across countries. Providing a truly comparative perspective on a theme of central importance to developing countries, this volume will attract a wide readership among scholars and professionals in the fields of sociology, economics, history, science and technology studies, science communication and education, development studies, policy studies, and the social study of science.

This book is a clear and comprehensive analysis of the dynamic connections between science, technology, and economic development from the eighteenth century to the present. Science and technology are now recognized as the crucial components of economic development in poor nations, the motors of growth in developing economies, and among the central issues of contemporary advanced societies. Yet the relationships between science and technology on the one hand, and between science and technology and economic modernization on the other, are little understood and constantly changing. Ian Inkster includes extended treatments of Japan, China and India, as well as the process of industrialization in the West. Important historical themes, such as the industrial revolution, the transfer of technology and the role of institutions in knowledge and technique diffusion, are approached through the use of detailed historical case studies. For the first time, Inkster draws together a large and complex body of secondary literature, as well as material derived from the author's own research on Britain, Japan, India, and Australia.

How did Western imperialism shape the developing world? Atul Kohli tackles that question by analyzing British and American influence on Asia, Africa, the Middle East and Latin America from the age of the British East India Company to the most recent U.S. war in Iraq. How did Western imperialism shape the developing world? In *Imperialism and the Developing World*, Atul Kohli tackles this question by analyzing British and American influence on Asia, Africa, the Middle East, and Latin America from the age of the British East India Company to the most recent U.S. war in Iraq. He argues that both Britain and the U.S. expanded to enhance their national economic prosperity, and shows how Anglo-American expansionism hurt economic development in poor parts of the world. To clarify the causes and consequences of modern imperialism, Kohli first explains that there are two kinds of empires and analyzes the dynamics of both. Imperialism can refer to a formal, colonial empire such as Britain in the 19th century or an informal empire, wielding significant influence but not territorial control, such as the U.S. in the 20th century. Kohli contends that both have repeatedly undermined the prospects of steady economic progress in the global periphery, though to different degrees. Time and again, the pursuit of their own national economic prosperity led Britain and the U.S. to expand into peripheral areas of the world. Limiting the sovereignty of other states--and poor and weak states on the periphery in particular--was the main method of imperialism. For the British and American empires, this tactic ensured that peripheral economies would stay open and accessible to Anglo-American economic interests. Loss of sovereignty, however, greatly hurt the life chances of people living in Asia, the Middle East, Africa, and Latin America. As Kohli lays bare, sovereignty is an economic asset; it is a

precondition for the emergence of states that can foster prosperous and inclusive industrial societies.

Examines current issues in journals publishing and reviews how the industry will develop over the next few years. With contributions from leading academics and industry professionals, the book provides an authoritative and balanced view of this fast-changing area. There are a variety of views surrounding the future of journals and these are covered using a range of contributors. Online access is now taken for granted - 90 per cent of journals published are now available online, an increase from 75 per cent in 2003. Looks at a fast moving and vital area for academics and publishers Contains contributions from leading international figures from universities and publishers

A comprehensive review of evidence on the effect of minimum wages on employment, skills, wage and income distributions, and longer-term labor market outcomes concludes that the minimum wage is not a good policy tool.

What circumstances or behaviors turn poverty into a cycle that perpetuates across generations? The answer to this question carries especially important implications for the design and evaluation of policies and projects intended to reduce poverty. Yet a major challenge analysts and policymakers face in understanding poverty traps is the sheer number of mechanisms—not just financial, but also environmental, physical, and psychological—that may contribute to the persistence of poverty all over the world. The research in this volume explores the hypothesis that poverty is self-reinforcing because the equilibrium behaviors of the poor perpetuate low standards of living. Contributions explore the dynamic, complex processes by which households accumulate assets and increase their productivity and earnings potential, as well as the conditions under which some individuals, groups, and economies struggle to escape poverty. Investigating the full range of phenomena that combine to generate poverty traps—gleaned from behavioral, health, and resource economics as well as the sociology, psychology, and environmental literatures—chapters in this volume also present new evidence that highlights both the insights and the limits of a poverty trap lens. The framework introduced in this volume provides a robust platform for studying well-being dynamics in developing economies.

In formal education, a curriculum (plural curricula) is the set of courses, and their content, offered at a school or university. As an idea, curriculum stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow and mature in becoming adults. Crucial to the curriculum is the definition of the course objectives that usually are expressed as learning outcomes and normally include the program's assessment strategy. These outcomes and assessments are grouped as units (or modules), and, therefore, the curriculum comprises a collection of such units, each, in turn, comprising a specialised, specific part of the curriculum. So, a typical curriculum includes communications, numeracy, information technology, and social skills units, with specific, specialised teaching of each. This book presents research on educational curricula from around the world.

Scientific research and science-guided practice based on the promotion of an individual's strengths constitutes a radical shift in a new and growing area of study within the field of human development. Its trademark term is 'positive youth development'. This approach to human development is based on the idea that, in addition to preventing problems, science and practice should promote the development of competencies, skills, and motivation in order to enhance individuals' developmental pathways. Approaches to Positive Youth Development, is based on this concept and brings together authors from across Europe and America who are leaders in their respective fields. The main focus of the book, beyond a clarification of the paradigmatic foundations, concerns the major contexts of adolescents and young adults, namely, neighbourhoods and leisure locales, school and family, and the major themes of healthy psychosocial development, namely, competences and knowledge, prosocial behaviour, transcending problems of delinquency, civic engagement, identity, agency, and spirituality.

This book investigates the impact of information and communication technologies (ICTs) on development and well-being (beyond economic benefits) and highlights some emerging issues relating to the realities, constraints and digital divides with particular reference to India. It collects a series of novel contributions, studying the Indian experience in an international cross-country perspective. The book also discusses economic, social, and behavioural aspects of well-being as well as access to ICTs across regions, states and individuals to account for the digital divide. The book establishes an aggregate relationship between ICT exposure and well-being at the country level and addresses a number of fundamental issues, such as whether ICT raises the level of transparency and governance. Based on case studies and anecdotal evidence, it then further assesses the effective implementation of service delivery through ICT innovations. The book is divided into four parts: The introductory part surveys the literature and presents background information on the Indian case; introduces the main themes on the relationships between ICT, socio-economic development and digital divides; and provides a summary and roadmap to the chapters of the book. Part II focuses on the impact of ICT on economic performance, including economic growth, productivity and trade. Part III examines the extent of the digital divides in India, including international, regional as well as inter-personal inequality. Finally, Part IV investigates the impact of ICT on governance, users' well-being and social outcomes. Combining insights from analyses of a variety of socio-economic dimensions related to digitalisation, this book is relevant for a wide range of scholars and researchers across disciplines, as well as practitioners and policy-makers. While the book has a main focus on India, various contributions take an international cross-country comparative perspective, and the results have general relevance for digitalisation and development. On the whole, the main message of this book is that the impact of ICTs is contingent upon other assets, capabilities and institutional conditions. National policies should, therefore, not only promote digitalization as such but also ensure its co-evolution and complementarity with a variety of other country-specific factors. Chapter 'Digitalisation and Development: Issues for India and Beyond' of this book is available open access under a CC BY 4.0 license at link.springer.com

The purpose of this paper is to analyze the genre of the reviewed scientific articles published in the "FJNSc" ("Finnish Journal of Nursing Science") during its history. The aim was to bring a critical approach to writing in nursing science and to discuss the dominant conventions of scientific writing in nursing. A total of 27 journals, which included 112 peer-reviewed articles, were analyzed. The analysis of the writing genre focused on the content of the articles as well as the activity systems of authors and their communities. According to the results, there is a growing tendency to write in research groups and multidisciplinary research teams, while the research projects have developed into larger and multidisciplinary projects. The articles in "FJNSc" were structured according to the traditional conventions of scientific writing. The analysis showed the need for critical discussion about scientific writing in nursing. (Contains 3 tables.)

An Introduction to Bibliometrics: New Development and Trends provides a comprehensible, readable and easy to read introduction to bibliometrics. Importantly, the book surveys the latest developments of bibliometrics (such as altmetrics, etc.) and how the field is likely to change over the next decade. In the literature, bibliometrics is generally discussed from one of two perspectives: (1) Purely mathematical/statistical or (2) Its sociological implications. Both approaches are very far from how most users want to apply bibliometrics.

This book fills that need by providing tactics on how bibliometrics can be applied to their sphere of scientific activity. Provides readers with an understanding of bibliometric indicators, including their background and significance, classification in quantitative performance, and an evaluation of science and research. Includes an overview of the most important indicators, their areas of application, and where and when they should and should not be used. Discusses future trends in the quantitative performance evaluation of scientific research.

A engaging analysis of food production in the United States emphasizing that sustainable agricultural development is important to community health.

Decolonization revolutionized the international order during the twentieth century. Yet standard histories that present the end of colonialism as an inevitable transition from a world of empires to one of nations—a world in which self-determination was synonymous with nation-building—obscure just how radical this change was. Drawing on the political thought of anticolonial intellectuals and statesmen such as Nnamdi Azikiwe, W.E.B Du Bois, George Padmore, Kwame Nkrumah, Eric Williams, Michael Manley, and Julius Nyerere, this important new account of decolonization reveals the full extent of their unprecedented ambition to remake not only nations but the world. Adom Getachew shows that African, African American, and Caribbean anticolonial nationalists were not solely or even primarily nation-builders. Responding to the experience of racialized sovereign inequality, dramatized by interwar Ethiopia and Liberia, Black Atlantic thinkers and politicians challenged international racial hierarchy and articulated alternative visions of worldmaking. Seeking to create an egalitarian postimperial world, they attempted to transcend legal, political, and economic hierarchies by securing a right to self-determination within the newly founded United Nations, constituting regional federations in Africa and the Caribbean, and creating the New International Economic Order. Using archival sources from Barbados, Trinidad, Ghana, Switzerland, and the United Kingdom, *Worldmaking after Empire* recasts the history of decolonization, reconsiders the failure of anticolonial nationalism, and offers a new perspective on debates about today's international order. When a meteorite lands in Surrey, the locals don't know what to make of it. But as Martians emerge and begin killing bystanders, it quickly becomes clear—England is under attack. Armed soldiers converge on the scene to ward off the invaders, but meanwhile, more Martian cylinders land on Earth, bringing reinforcements. As war breaks out across England, the locals must fight for their lives, but life on Earth will never be the same. This is an unabridged version of one of the first fictional accounts of extraterrestrial invasion. H. G. Wells's military science fiction novel was first published in book form in 1898, and is considered a classic of English literature.

A goal of mine ever since becoming an educational researcher has been to help construct a sound theory to guide instructional practice. For far too long, educational practice has suffered because we have lacked firm instructional guidelines, which in my view should be based on sound psychological theory, which in turn should be based on sound neurological theory. In other words, teachers need to know how to teach and that "how-to-teach" should be based solidly on how people learn and how their brains function. As you will see in this book, my answer to the question of how people learn is that we all learn by spontaneously generating and testing ideas. Idea generating involves analogies and testing requires comparing predicted consequences with actual consequences. We learn this way because the brain is essentially an idea generating and testing machine. But there is more to it than this. The very process of generating and testing ideas results not only in the construction of ideas that work (i. e. , the learning of useful declarative knowledge), but also in improved skill in learning (i. e. , the development of improved procedural knowledge).

Of the many varieties of date palms, the species *Phoenix dactylifera* Linn. is cultivated extensively and traded and consumed worldwide. *Dates: Production, Processing, Food, and Medicinal Values* draws from a broad spectrum of contributors to present a comprehensive survey of this particular species. The book explores a range of essential facets of what many consider to be a wonder plant—from its cultivation to its potential for medicinal purposes. Divided into four parts, the book begins by examining cultural practices and their implications for date quality. The contributors discuss tissue culture studies, farm water management, mechanization approaches in pollination and harvesting operations, and marketing aspects. The second section focuses on postharvest operations such as drying and explores alternatives for methyl bromide fumigation and value-added products. It also reviews biofuel production from by-products and discusses the issue of waste generated from industry. The third part of the book highlights the physical, chemical, and structural characteristics of dates. It reviews fermentative products that use dates as substrate, discusses the fruits as a substitute for added sugar in food, and explores date palm feeding to livestock. The final section discusses the possibilities for nutritional and medicinal use and reviews the use of dates in indigenous medicine. Exploring essential properties and agricultural implications, this volume is a reliable resource for understanding the many aspects of the *Phoenix dactylifera* Linn.

IV. Developmental & Social Psychology: Simona Ghetti (Volume Editor) (Topics covered include development of visual attention; self-evaluation; moral development; emotion-cognition interactions; person perception; memory; implicit social cognition; motivation group processes; development of scientific thinking; language acquisition; development of mathematical reasoning; emotion regulation; emotional development; development of theory of mind; category and conceptual development; attitudes; executive function.)

It is essential for today's students to learn about science and engineering in order to make sense of the world around them and participate as informed members of a democratic society. The skills and ways of thinking that are developed and honed through engaging in scientific and engineering endeavors can be used to engage with evidence in making personal decisions, to participate responsibly in civic life, and to improve and maintain the health of the environment, as well as to prepare for careers that use science and technology. The majority of Americans learn most of what they know about science and engineering as middle and high school students. During these years of rapid change for students' knowledge, attitudes, and interests, they can be engaged in learning science and engineering through schoolwork that piques their curiosity about the phenomena around them in ways that are relevant to their local surroundings and to their culture. Many decades of education research provide strong evidence for effective practices in teaching and learning of science and engineering. One of the effective practices that helps students learn is to engage in science investigation and engineering design. Broad implementation of science investigation and engineering design and other evidence-based practices in middle and high schools can help address present-day and future national challenges, including broadening access to science and engineering for communities who have traditionally been underrepresented and improving students' educational and life experiences. *Science and Engineering for Grades 6-12: Investigation and Design at the Center* revisits America's Lab Report: Investigations in High School Science in order to consider its

discussion of laboratory experiences and teacher and school readiness in an updated context. It considers how to engage today's middle and high school students in doing science and engineering through an analysis of evidence and examples. This report provides guidance for teachers, administrators, creators of instructional resources, and leaders in teacher professional learning on how to support students as they make sense of phenomena, gather and analyze data/information, construct explanations and design solutions, and communicate reasoning to self and others during science investigation and engineering design. It also provides guidance to help educators get started with designing, implementing, and assessing investigation and design.

Biologists communicate to the research community and document their scientific accomplishments by publishing in scholarly journals. This report explores the responsibilities of authors to share data, software, and materials related to their publications. In addition to describing the principles that support community standards for sharing different kinds of data and materials, the report makes recommendations for ways to facilitate sharing in the future.

Equity and Justice in Development Science: Implications for Diverse Young People, Families, and Communities, a two volume set, focuses on the implications of equity and justice (and other relevant concepts) for a myriad of developmental contexts/domains relevant to the lives of young people and families (e.g. education, juvenile justice), also including recommendations for ensuring those contexts serve the needs of all young people and families. Both volumes bring together a growing body of developmental scholarship that addresses how issues relevant to equity and justice (or their opposites) affect development and developmental outcomes, as well as scholarship focused on mitigating the developmental consequences of inequity, inequality, and injustice for young people, families, and communities. Contains a wide array of topics on equity and justice which are discussed in detail Focuses on mitigating the developmental consequences of inequity, inequality, and injustice for young people, families, and communities Includes chapters that highlight some of the most recent research in the area Serves as an invaluable resource for developmental or educational psychology researchers, scholars, and students

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