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This collection brings together research on learning-oriented language assessment from scholars working across geographic and educational contexts, highlighting the opportunities of assessment practices which seek to better align assessment and learning tasks and support effective learning. The volume begins by introducing learning-oriented assessment (LOA) and the context around its growing popularity, especially in accountability-oriented settings which favor summative large-scale tests. The first part of the book charts the development of LOA's theoretical and conceptual underpinnings, outlining the ways in which they have been informed by theories of learning and key elements. The second part demonstrates LOA in practice, drawing on examples from different countries and instructional settings to explore such topics as the role of technology in LOA and developing feedback materials based around LOA principles and developed for core literacy skills. Offering a holistic view of learning-oriented assessment and the real-world affordances and challenges of its implementation, this book is key reading for graduate students, researchers, and practitioners in language testing and assessment, TESOL, and language education.

Assessment of student learning outcomes (ASLO) is one of the key activities in teaching and learning. It serves as the source of information in determining the quality of education at the classroom and national levels. Results from any assessment have an influence on decision making, on policy development related to improving

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individual student achievement, and to ensure the equity and quality of an education system. ASLO provides teachers and school heads with information for making decisions regarding a students' progress. The information allows teachers and school heads to understand a students' performance better. This report reviews ASLO in three South Asian countries---Bangladesh, Nepal, and Sri Lanka---with a focus on public examinations, national assessment, school-based assessment, and classroom assessment practiced in these countries.

This edited volume brings together diverse thinkers and practitioners from the field of teaching and teacher education as it pertains to educational development in South Asia. In this volume, authors draw from their research, practice, and field experiences, showcasing how teaching and teacher education are currently being carried out, understood, theorized, debated, and implemented for the education of children and teachers alike in South Asia. The volume also includes practitioner voices, which are often marginalized in academic discourse. This book acts as a key reference text for academics and practitioners interested in the intersection of education and development in the region, and in particular what it takes to pull off ambitious teaching and teacher education in South Asia.

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This book observes that an in-depth study exclusively focusing on health service trade not only strengthens the overall services trade capacity of the South Asian region, but also promotes global as well as regional trade. There is a dearth of analytical research on estimating barriers to trade in health services, particularly in the context of South Asia, and as such, this book assesses the potential benefits and economic costs of barriers to trade in health services in select South Asian economies. It also analyzes the impact of liberalization and regulatory reforms on economic welfare. It

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broadly addresses issues relating to trade in health services, the GATS (General Agreement on Trade in Services), such as: Why are the current levels of trade in health services low? How will the GATS legally affect a country's health policy? What effect might liberalization have on national health systems? And what are the likely benefits of greater trade in health services? It also provides specific answers to the following questions: Does the substantial role of the government in health – as health service provider, financial supporter, regulator and promoter – have implications for the treatment of the sector under the GATS? What is the impact of liberalization of international trade in health services on the quality and availability of health services in developing SAARC countries? Given the importance of consumption abroad for trade in health services, and the gradual opening of health markets through Modes 1 and 3 (cross-border supply and commercial presence), how can problems associated with trade in these Modes be prevented? And are these problems sufficiently addressed by GATS disciplines? Answers to these questions will be of great use to researchers, policy makers as well as practitioners and NGOs of South Asia.

This book focuses on structural changes and economic modeling. It presents papers describing how to model structural changes, as well as those introducing improvements to the existing before-structural-changes models, making it easier to later on combine these models with techniques describing structural changes. The book also includes related theoretical developments and practical applications of the resulting techniques to economic problems. Most traditional mathematical models of economic processes describe how the corresponding quantities change with time. However, in addition to such relatively smooth numerical changes, economical phenomena often undergo more drastic structural change. Describing such structural changes is not easy, but it is vital if we want to have a more adequate description of economic phenomena – and thus, more accurate and more reliable predictions and a better

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understanding on how best to influence the economic situation.

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