

## CHAPTER IV FINDINGS AND DISCUSSIONS

Chapter four presents the findings and discussions of the research problems presented in chapter one. The first problem is about the main character infatuation described in Sparks' *The Notebook*, and the second problems are to what extent the infatuation occurs to the main character in *The Notebook*.

### **4.1. Infatuation as Described in Sparks' *The Notebook***

Infatuation is the state of being completely carried away by unreasoning passion or love; addictive love. Infatuation usually occurs at the beginning of the relationship when sexual attraction is central. It is also the situation of being completely lost in the emotion of unreasoning desire. The infatuation in *The Notebook* is described in Noah Calhoun as the main character. Noah who is an ordinary person falls in love with Allie who comes from a rich family. Although Noah comes from a poor family, his love for Allie is real. Their differentiation does not make Noah give up to make Allie love him. Allie is the one who can make Noah fall in love and feel complete. That feeling makes Noah cannot move on from Allie. Noah's desire to Allie makes him experienced infatuation which makes him depress and suffer. Therefore, Noah's infatuation can be seen from the character himself, in which it relates to the internal and external conflicts.

#### **4.1.1 The General Description of Main Character**

Character is one of the essential things in a story. It plays a big role since it is the object that plays some act and action in the story. By the existence of many kinds of characters, the story will be more interesting. The characterization of a character can be found in some ways such as the actions of the characters, the author's description about the character, dramatic statements and thoughts of other characters, the character says about other characters, and the authors speaking as a storyteller or as an observer (Robert, 2003: 68). In this subchapter, the general description of Noah

# Quation Pgrd12 Physical Sience

**Ying-Ying Zheng**

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author's name.

## **Quation Pgrd12 Physical Science:**

**Student Work and Teacher Practices in Science** Christine Y. O'Sullivan, Andrew R. Weiss, 1999 In 1996 the National Assessment of Educational Progress NAEP assessed the knowledge and skills of students in the areas of earth science life science and physical science It also collected information related to the background of students grades 4 8 and 12 their teachers grades 4 and 8 and the schools they attended grades 4 8 and 12 This report is intended primarily for science teachers hence the results presented relate directly to student performance classroom practices and school climate This report also discusses students attitudes and beliefs about science The report is divided into four parts In the first part chapter 1 an overview of the assessment is provided This includes information about the framework used in the development of the assessment a description of how the assessment was administered to students and an explanation of how to interpret NAEP results In the second part chapters 2 3 and 4 examples of questions and student responses are presented These chapters are divided by grade The third part chapters 5 and 6 contains information collected from students teachers and school administrators about classroom practices student motivation and parental involvement in learning Finally the fourth part contains appendices offering a fuller description of the procedures used for the NAEP 1996 science assessment appendix A scoring guides for questions discussed in chapters 2 3 and 4 appendix B and standard errors for the statistics presented in the report appendix C WRM

**Physical Science** Mr. Rohit Manglik, 2024-07-15 EduGorilla Publication is a trusted name in the education sector committed to empowering learners with high quality study materials and resources Specializing in competitive exams and academic support EduGorilla provides comprehensive and well structured content tailored to meet the needs of students across various streams and levels *Resources in Education*, 2000-10

**The 1990 Science Report Card : NAEP's Assessment of Fourth, Eighth, and Twelfth Graders** Lee R. Jones, 1992 This report from The Nation's Report Card provides further information about students lack of preparation in science their apparent disinclination to enroll in challenging science courses and the comparatively low achievement of Black and Hispanic students females economically disadvantaged students and non college bound students These Science Report Card results are based on a national survey of nearly 20 000 students in grades 4 8 and 12 conducted during the winter and spring of 1990 by the National Assessment of Educational Progress NAEP The results from the 1990 science assessment were analyzed using item response theory IRT methods allowing NAEP to describe performance across the grades and subpopulations on a 0 to 500 scale Along this continuum four levels of proficiency were defined Level 200 Understands Simple Scientific Principles Level 250 Applies General Scientific Information Level 300 Analyzes Scientific Procedures and Data and Level 350 Integrates Specialized Scientific Information Overall science proficiency by race ethnicity gender region type of community type of school parents highest level of education additional home factors types of high school programs and plans after high school was determined Chapters include 1 Overall Science Proficiency for the Nation and Demographic Subpopulations 2 Levels of

Science Proficiency for the National and Demographic Subpopulations 3 Science Proficiency by Content Areas for the Nation Subpopulations and in Relation to High School Course Taking 4 Attitudes toward Science Education and Students Experiences in Science 5 Toward Scientific Literacy for All Instructional Goals and Practices and 6 Who Is Teaching Science A Profile of the Eighth Grade Science Teaching Force The profile survey on teachers included data on race ethnicity years of teaching experience level and type of teaching certification academic training teachers perceptions of their preparation to teach science topics and teachers professional activities in science An overview of the procedures used in the 1990 science assessment the NAEP scale anchoring process for the 1990 science assessment and additional example anchor items and statistical data for all parts of the survey are appended KR

**Search and research** Ana GARCÍA-VALCÁRCEL, Francisco José GARCÍA PEÑALVO, Marta MARTÍN DEL POZO, 2017-06-27 Descripci n Resumen Ingl s The present volume represents a compilation of international teacher education practice and research with a focus on Teacher Education for Contemporary Contexts It draws upon the diverse educational perspectives teaching procedures knowledge and situated contexts where the discipline takes shape The sections of this book comprise research papers accepted for presentation during the 18th International Study Association on Teachers and Teaching ISATT Biennial Conference that will take place from July 3rd to July 7th in Salamanca Spain Around 300 delegates from 57 countries across the globe and a large Scientific Committee of 80 colleagues have contributed academically and professionally to support our ability to share the contents of this volume The main conference topic is search and research Searching is the action of looking carefully at people objects and situations in order to find something concealed or to discover something beyond the ordinary This is what teachers do in their classrooms and primarily search represents their endeavours to construct professional knowledge as a result of developing practice Researching is systematic inquiry that intends to discover new knowledge and or to refute educational theories a process typically rendered by teacher educators and other researchers The focus of this 18th biennial ISATT conference is to bring together both search and research connecting practice and theory or praxis with the purpose of offering relevant solutions to realistic classroom problems The editorial process followed three differentiated phases The first phase required abstract submission with the purpose of being accepted for the conference A double or triple blind review was conducted to evaluate whether the papers submitted were suitable for the conference A rate of 87% of the papers were accepted for presentation The second phase encouraged authors to voluntarily submit a full paper of 3 000 words A total of 111 full papers were then subjected to an open review process with the main purpose of suggesting to authors ways of further improving the presentation of their valuable research A third phase not yet completed and therefore beyond the scope of this book was the review and selection of the outstanding papers papers that were deemed eligible for the post proceeding publication i e less than 15% of the total The central intent of the book is to contribute to fostering scholarly discussions and to inform future teaching trajectories strengthen lines of research in teacher education and demonstrate the opportunities and constraints in

our professional work Its added value highlights the commonplace in international research that serves to depict how the field of teacher education is moving forward in an increasingly global society All in all teachers teacher educators and researchers learn by effective communication processes whether in in personal professional interactions or in the use of digital technologies Positive interactions lead to building strong communities of learners which in turn leads to the production of valuable knowledge and better understandings about learning and teaching With the upcoming commemoration of its 800th anniversary in the year 2018 the University of Salamanca as the oldest university in operation in Spain is proud to host the ISATT 18th biennial conference and to support the exceptional work of many researchers in the field of Teacher Education by compiling and editing the work in this volume Furthermore the local Organizing Committee and the ISATT Executive Committee hope you will experience a rewarding intellectual experience as a result of your contributions and knowledge as both academics and practitioners Thank you very much for providing us this exciting opportunity to work with you We warmly welcome you to Salamanca a truly historic and a contemporary context

Descripci n  
Resumen Espa ol Castellano El presente volumen est integrado por una recopilaci n de pr cticas e investigaciones internacionales de formaci n docente centradas en la formaci n de profesores en la sociedad actual Se basa en las diversas perspectivas educativas los procedimientos de ense anza conocimiento y contextos sociales Las secciones de este libro comprenden trabajos de investigaci n aceptados para su exposici n en las XVIII Conferencia Bienal Internacional de Estudios de Profesores y Ense anza ISATT que tendr lugar del 3 al 7 de julio en Salamanca Espa a Alrededor de 300 delegados de 57 pa ses de todo el mundo y un gran Comit Cient fico de 80 colegas han contribuido acad mica y profesionalmente en favor de este evento El tema principal de la conferencia es la b squeda y la investigaci n Buscar es la acci n de mirar cuidadosamente a las personas objetos y situaciones para encontrar algo escondido o descubrir algo m s all de lo ordinario Esto es lo que los maestros hacen en sus clases y sobre todo la b squeda representa sus esfuerzos para construir conocimiento profesional como resultado del desarrollo de la pr ctica cotidiana La investigaci n es una investigaci n sistem tica que pretende descubrir nuevos conocimientos y o refutar teor as educativas un proceso que suelen dar los educadores de profesores y de otros investigadores El objetivo de esta 18 conferencia ISATT es reunir tanto la b squeda como la investigaci n conectando la pr ctica y la teor a o praxis con el prop sito de ofrecer soluciones relevantes a los problemas reales de la clase El proceso editorial sigui tres fases diferenciadas 1 Requiri el env o de res menes con el prop sito de que fuesen aceptados para la ser expuestos en la conferencia Se realiz una revisi n doble ciego o triple para evaluar si los art culos presentados eran adecuados Se acept una tasa de 87% de los trabajos para su presentaci n 2 La segunda fase requiri de los autores en env o en per odo voluntario de un trabajo completo de 3 000 palabras Un total de 111 trabajos fueron sometidos a un proceso de revisi n abierta con el prop sito principal de sugerir a los autores formas de mejora 3 Una tercera fase a n inconclusa y por lo tanto fuera del alcance de este libro fue la revisi n y selecci n de los documentos pendientes los documentos que se

consideraron electos para la publicaci n posterior al procedimiento es decir menos del 15% del total La intenci n central de esta obra es contribuir a fomentar el debate acad mico e informar sobre futuras trayectorias de ense anza fortalecer las l neas de investigaci n en la formaci n del profesorado y demostrar las oportunidades y limitaciones en nuestro mbito Su valor es el de destacar el lugar com n en la investigaci n internacional que sirve para describir c mo el campo de la formaci n de maestros avanza en una sociedad cada vez m s global En general los maestros los educadores de educadores y los investigadores aprendan mediante procesos de comunicaci n eficaces ya sea en interacciones personales profesionales o en el uso de tecnolog as digitales Las interacciones conducen a la construcci n de comunidades fuertes de estudiantes que a su vez conduce a la producci n de conocimientos valiosos y mejores sobre el aprendizaje y la ense anza Con la pr xima conmemoraci n de su 800 aniversario en el a o 2018 la Universidad de Salamanca como la decana de las espa olas se enorgullece en acoger la XVIII Conferencia Bienal de ISATT y apoyar el trabajo excepcional de muchos investigadores en el campo del Profesor Educaci n Investigador editando la obra Adem s el Comit Organizador Local y el Comit Ejecutivo de ISATT esperan que experimente una lectura gratificante como resultado de sus contribuciones y conocimientos tanto acad micos como profesionales Muchas gracias por brindarnos esta emocionante oportunidad de trabajar con usted Les damos la bienvenida a Salamanca un contexto verdaderamente hist rico y a su vez contempor neo Using Multimodal

Representations to Support Learning in the Science Classroom Brian Hand, Mark McDermott, Vaughan Prain, 2015-11-06 This book provides an international perspective of current work aimed at both clarifying the theoretical foundations for the use of multimodal representations as a part of effective science education pedagogy and the pragmatic application of research findings to actual classroom settings Intended for a wide ranging audience from science education faculty members and researchers to classroom teachers school administrators and curriculum developers the studies reported in this book can inform best practices in K 12 classrooms of all science disciplines and provide models of how to improve science literacy for all students Specific descriptions of classroom activities aimed at helping infuses the use of multimodal representations in classrooms are combined with discussion of the impact on student learning Overarching findings from a synthesis of the various studies are presented to help assert appropriate pedagogical and instructional implications as well as to suggest further avenues of research

**Research in Education** ,1974 **Science Program, 86th Congress** United States. Congress. Senate. Committee on Government Operations,1959 **Teachers' Professional Development in Global**

**Contexts** ,2019-05-20 The essence of this book is to shed light on the nature of current educational practices from a variety of theoretical perspectives Both teachers and their trainers provide a better understanding of teacher training and learning processes Mutual interrelations and the provision of knowledge between academia and schools are essential for merging discourses and aligning positions whereby turning practice into theory and theory into practice in today s teaching is vital for suitably responding to multiple issues and increasingly diverse contexts The array of studies from around the world compiled

in this volume allow readers to find common ground discover shared concerns and define goals Studying teaching practice and training in different contexts reveals the state of the art practices and identifies those issues that enable educators to understand the complexities involved The chapters examine the development of our knowledge and understanding of teaching practices at the same time as analysing engaging learning environments the sustainability of learning and teaching practices and highlighting new practices based on the use of ICTs The diverse teaching contexts considered in this compilation of international research are organized according to the following topics Teaching occupational learning and knowledge Teacher beliefs and reflective thinking and Innovative teaching procedures The contributors are Laura Sara Agrati Dyann Barras Ver nica Basilotta G mez Pablos Benignus Bitu Robyn Brandenburg Heather Braund Michael Cavanagh Chiou hui Chou Jean Clandinin Leah L Echiverri Maria Flores Francisco Garc a Pe alvo Mar a Garc a Rodr guez Ana Garc a Valc rcel Stephen Geofroy Raquel G mez Jenna Granados Hafd s Gu j nsd ttir Jukka Husu J hanna Karlsd ttir Keith Lane Celina Lay Samuel Lochan Marta Mart n del Pozo Ella Mazor Sharon M McDonough Lennox McLeod Juanjo Mena Wendy Moran Brian Mundy Nkopodi Nkopodi Lily Orland Barak Edda skarsd ttir Samuel O Oyoo Stefinee Pinnegar Eleftherios Soleas Lystra Stephens James Linda Turner Antoinette Valentine Lewis and Sarah Witt Placement Examinations in Mathematics Clarence Bernhart Lindquist,1963 **Case Studies in Curriculum Change** William Reid,Decker F.

Walker,2012-05-16 One of the educationist s major concerns today is to find effective ways of translating new goals for the curriculum into classroom practices American and British contributions analyse curriculum change as it actually occurs with people institutions and constraints of time and money acknowledged and accepted as a necessary and rightful part of the whole process Detailed accounts are given of curriculum change in a wide variety of settings American and English school systems a college of education an art curriculum project Scottish classrooms Analytic perspectives are employed that help to clarify the underlying forces at work The contributors probe the adequacy of current theorizing about curriculum development and suggest new ways of thinking about the problems involved in bringing about change

**Independent Schooling in Post-apartheid South Africa** Jacques Du Toit,2004 This paper presents a quantitative overview of the current South African independent schooling sector Historically research on the sector has been partial resulting in questions about its current size and profile A recent survey revealed that the sector has grown considerably since the nineties and that official sources underestimate its size Some popular myths about the sector being largely white and elitist are dispelled by the study which shows that historically disadvantaged learners currently constitute more than 70% of all learners and that more than 50% of all schools charge low to average fees However there is also evidence of new forms of inequity emerging and poor performance in parts of the independent sector of which roleplayers in the sector should be aware HSRC website *Report of the Annual Meeting of the South African Association for the Advancement of Science* ,2005 *Education Statistics Quarterly* ,1999 **Reports and Documents** United States. Congress, Report United

States. Congress Senate,1959      **A Survey and Follow-up Study of Educational Plans and Decisions in Relation to Aptitude Patterns** ,1962      *Tests in Print* Oscar Krisen Buros,1983      Gender and Fair Assessment Warren W.

Willingham,Nancy S. Cole,2013-12-16 There have been many important changes in the participation of women and men in American society over the past quarter century Tests play a role in those changes by providing evidence of the diverse achievement and proficiency of women and men They aid the learning process and reflect inequalities in opportunity to learn and participate In addition they provide useful information in considering what alternatives in education and work make most sense for individuals and influence views about groups of students educational programs and a wide range of issues For all of these reasons it is important that tests assess fairly and reflect accurately the ways young people are and are not achieving as well as desired The test performance of women and men is a research topic of historical interest and has received much attention in recent years Because of this increased interest there is a great deal of new research and data available The purpose of the study presented in this volume was to review this new information with two objectives in mind to clarify patterns of gender difference and similarity in test performance and related achievements and to see what implications those findings might have for fair assessment and as a corollary examine the assessment process as a possible source of gender differences This study is interested in tests used in education to assess developed knowledge and skill In order to gain a broader view of gender similarity and difference the contributors looked at other types of measures and other characteristics of young women and men Their hope is to contribute to a firmer basis for insuring fairness in tests an objective which is particularly important as the field moves increasingly to new forms of assessment in which there is less experience      *The World of Science Education* ,2009-01-01 Each volume in the 7 volume series *The World of Science Education* reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe and Israel Arab States and Sub Saharan Africa The focus of this Handbook is on science education in Arab states and the scholarship that most closely supports this program The reviews of the research situate what has been accomplished within a given field in an Arab rather than an international context The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing face of problems and solutions within regional contexts The approach allows readers to review what has been done and accomplished what is missing and what might be done next

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