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| Nota di contenuto | Preface -- Acknowledgments -- Prologue -- PISA: Malaysia's Wake up Call for a More Balanced Approach to Educational Delivery and Attainment -- A Multilevel Analysis of Singaporean Students' Mathematics performance in PISA 2012 -- Education Assessment System and PISA 2012 in Vietnam -- Students' Performance in PISA and |

the Adequacy of Teaching and Learning; Diagnosing Weaknesses of Indonesian Students' Learning -- Factors Associated with Malaysian Mathematics Performance in PISA 2012 -- Problem-Solving Skills among Malaysian Students: What We Learned from PISA; The Variation in Teaching and Learning Practices and Their Contribution to Mathematics Performance in PISA 2012 -- Assessing the Quality and Equity of Student Performance in Five Southeast Asian Countries -- Understanding PISA and Its Impact on Policy Initiative: A Review of the Evidence; What Comes Next – Insights for Reform Initiatives and Future Research -- The Foundation Problems for Educational Research Arising from the PISA Studies: Important Issues for Research into PISA Studies; Epilogue: The Challenges Confronting All People Living on the Planet Earth -- About the Contributors.

Sommario/riassunto

This is the first book regarding the issues of PISA that has been published with respect to the Southeast Asian region. It is hoped that the content of this book can benefit and provide greater understanding for readers of several important aspects: (a) country performance in PISA 2012 for each participating Southeast Asian country, (b) the need for international comparative studies from the perspective at all levels of the teaching and learning process, (c) equity and quality of education, (d) how PISA impacts on policy making, and (e) the initiatives and future directions, and challenges to improve PISA performance in the future cycles of the PISA Studies. The major issues raised in this book warrant investigation and reporting to all countries of the World, including not only those countries that were engaged in PISA 2012, but also to the approximately 200 countries that are currently in the United Nations Organisation. In these regards, the readership of this book could be extended to the educators, officers from the ministries of education, researchers, policy makers, practising teachers, lecturers in universities and teacher training institutions, postgraduate students, as well as both primary and secondary school principals and teachers.
