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details the core  
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*emphasis on the localized nature of the systems—a hallmark of Canadian education. Canada boasts a highly educated population, and the provinces/territories truly value education as evidenced by the significant proportion of public funds allocated to*

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*schooling. Operated by the provinces and territories, participation in kindergarten, primary, and secondary education is close to 100% across the nation. In addition to offering traditional academics, secondary education includes*

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*opportunities for students to attend technical and vocational programs. To demonstrate exemplary education systems, the authors examine two top-performing jurisdictions, Alberta and Ontario, which have developed strong supports for teacher*



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*development.*

*Canadian teachers  
are highly qualified,  
and salary scales in  
all jurisdictions are  
typically based on a  
teacher's level of  
education and years  
of experience. While  
Canada has enjoyed  
much educational  
success, the  
education of First  
Nations students has*

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*historically been one  
of the country's more  
controversial and  
contentious issues.*

*Overall, Canada is a  
country that is proud  
of its education  
system and places a  
high value on—and  
participation  
in—publicly funded  
education.*

*This book represents  
the emerging efforts*

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*of a growing  
international  
network of  
researchers and  
practitioners to  
promote the  
development and  
uptake of evidence-  
based pedagogies in  
higher education, at  
something a level  
approaching large-  
scale impact. By  
offering a*

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*communication  
venue that attracts  
and enhances much  
needed partnerships  
among practitioners  
and researchers in  
pedagogical  
innovation, we aim to  
change the  
conversation and  
focus on how we  
work and learn  
together - i.e.  
extending the*

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*implementation and  
knowledge of  
co-design methods.*

*In this first edition of  
our Research Topic  
on Active Learning,  
we highlight two (of  
the three) types of  
publications we wish  
to promote. First are  
studies aimed at  
understanding the  
pedagogical designs  
developed by*

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*practitioners in their  
own practices by*

*bringing to bear the  
theoretical lenses  
developed and tested  
in the education  
research community.*

*These types of  
studies constitute the  
"practice pull" that  
we see as a  
necessary  
counterbalance to  
"knowledge push" in*

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*a more productive  
pedagogical  
innovation ecosystem  
based on research-  
practitioner  
partnerships. Second  
are studies  
empirically  
examining the  
implementations of  
evidence-based  
designs in  
naturalistic settings  
and under*

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*naturalistic  
conditions.*

*Interestingly, the  
teams conducting  
these studies are  
already exemplars of  
partnerships  
between researchers  
and practitioners  
who are uniquely  
positioned as “in-  
betweens” straddling  
the two worlds. As a  
result, these*



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*publications represent both the rigours of research and the pragmatism of reflective practice. In forthcoming editions, we will add to this collection a third type of publication -- design profiles. These will present practitioner-developed pedagogical designs*

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*at varying levels of  
abstraction to be  
held to scrutiny  
amongst  
practitioners,  
instructional  
designers and  
researchers alike.*

*We hope by bringing  
these types of studies  
together in an open  
access format that  
we may contribute to  
the development of*

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*new forms of practitioner-researcher interactions that promote co-design in pedagogical innovation.*

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*China from the  
perspectives of  
education equity, the  
effectiveness of  
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*This book reports  
inspiring findings  
based on high-quality  
individual level data,  
innovative  
measurement design,  
and various  
appropriate*



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*identification strategies. The most import conclusion is that both education equity and quality can be achieved using well-designed policies based on solid empirical evidence. This is likely the first book published in English to discuss the NCEE so extensively from*

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*multiple perspectives  
using concrete  
evidence.*

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memory has been  
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expanded, while  
neuromodulators  
in memory  
processing,  
neurogenesis and  
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**greater detail.  
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invited talk were  
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supporting  
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**methodologies  
and assessment;  
social context and  
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environments;  
domain  
applications and  
case studies; and  
ubiquitous  
learning.**

**Purpose The  
purpose of the  
first study was to**

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**ascertain the extent to which differences were present in the STAAR Mathematics and Science test scores by Grade 5 and Grade 8 student economic status. The purpose of the second study was**

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**to examine  
differences in  
Grade 5 STAAR  
Mathematics and  
Science test  
performance by  
gender and by  
ethnicity/race (id  
est, Asian, Black,  
Hispanic, and  
White). Finally,  
with respect to  
the third study in**

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**this journal-ready  
dissertation, the  
purpose was to  
investigate the  
STAAR**

**Mathematics and  
Science test  
scores of Grade 8  
students by  
gender and by  
ethnicity/race (id  
est, Asian, Black,  
Hispanic, and**



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**White). Method  
For this journal-  
ready  
dissertation, a  
non-  
experimental, cau  
sal-comparative  
research design  
(Creswell, 2009)  
was used in all  
three studies.  
Grade 5 and  
Grade 8 STAAR**

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**Mathematics and  
Science test data  
were analyzed for  
the 2011-2012  
through the  
2014-2015 school  
years. The  
dependent  
variables were  
the STAAR  
Mathematics and  
Science test  
scores for Grade**

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**5 and Grade 8.**  
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**The independent variables analyzed in these studies were student economic status, gender, and ethnicity/race.**

**Findings Regarding the first study, statistically**

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**significant differences were present in Grade 5 and Grade 8 STAAR Mathematics and Science test scores by student economic status for each year. Moderate effect sizes (Cohen's  $d$ ) were present**

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**for each year of  
the study for the  
Grade 5 STAAR  
Mathematics and  
Science exams,  
Grade 8 Science  
exams, and the  
2014-2015 Grade  
8 STAAR  
Mathematics  
exam. However, a  
small effect size  
was present for**

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**the 2011-2012  
through  
2013-2014 Grade  
8 STAAR  
Mathematics  
exam. Regarding  
the second and  
third study,  
statistically  
significant  
differences were  
revealed for  
Grade 5 and**

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**scores based on  
gender, with  
trivial effect  
sizes.**

**Furthermore,  
statistically  
significant  
differences were  
present in these  
test scores by**

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**ethnicity/race,  
with moderate  
effects for each  
year of the study.**

**With regard to  
each year for  
both studies,  
Asian students  
had the highest  
average test  
scores, followed  
by White,  
Hispanic, and**



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**Black students,  
respectively.**

**Thus, a stairstep  
achievement gap  
(Carpenter,  
Ramirez, and  
Severn, 2006)  
was present.**

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educational reform,  
which examine  
macroscopic  
policies, this book  
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universalization of  
pre-school  
education, school  
selection in  
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education,  
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education, the operational mode of university charters, the development of open universities, the credit bank system in building the learning society, and other aspects of education, and only analyzes one specific problem in

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each of these contexts for the purpose of comparing China's educational reforms to their overseas counterparts through microscopic study. Insights on Education Reform in China is not intended to provide

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context of that  
reform. Topics  
covered include:  
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Governance,  
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received health  
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to develop  
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the exam.

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10 are  
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acquisition,  
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processes are  
posed to be the  
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However, in the  
context of  
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countries, there is  
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students, and entrepreneurs.  
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wherewithal to  
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government" (p.

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low rate of civic engagement of young people” (p. 67). Shapiro and Brown (2018) asserted that “civic knowledge and public engagement is at an all-time low” (p. 1). Writing as a college senior,

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Flaherty (2020)  
urged educators to  
"bravely interpret  
... national, local,  
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settings" (p. 6). In  
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