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Bantoe-onderwysblad Mar 17 2021

Nordisk kontakt Jun 27 2019

Skrivehåndbogen Apr 29 2022

Noter til kemi C Sep 03 2022 Danske elever og kursister undervises for sjældent i EFFEKTIVE (dvs. hukommelsesforstærkende) STUDIETEKNIKKER. De er derfor ofte overladt til at benytte selvpåfundne og mindre gode metoder, når de forsøger at huske pensummet - fx genlæsning eller afskrift af teksten. Bl.a. derfor har mange kemi C elever/kursister svært ved at huske det teoretiske stof og eksperimenter. Vores bog forsøger at afhjælpe det ovenstående problem, idet der er integreret indlæringsforstærkende metoder i teksten - fx aktiv genkaldelse (selvoverhøring) og husketeknikker (mnemoteknikker). Vi gennemgår desuden andre effektive studieteknikker og rådgiver angående eksamensforberedelser. Teknikker og råd som kan bruges i andre fag end kemi. De anbefalede metoder tager afsæt i forskning fra indlæringspsykologien (kognitiv psykologi) samt egne erfaringer. I denne 2022 udgave af bogen er der rettet de fejl, vi kunne finde i den forrige ("gule") udgave fra 2020. Vi har kun lavet få ændringer i indholdet. Kilde til forsidefigur (vi har tilføjet tekst til den originale figur): <https://www.live-karikaturen.ch/downloads/wc-toilette-office-buro/> Bildautor: (image by www.Live-Karikaturen.ch under CC BY-SA 4.0)

Denmark Apr 17 2021 This volume offers a full country study of the structure and content of the educational system of Denmark, together with a formal set of placement recommendations for Danish students wishing to study in the United States. Chapter 1 introduces the volume with descriptions of Denmark and its people, government, the government's role in education, and the Danish educational structure. Chapter 2 explains preschool, primary and lower secondary education. Chapter 3 covers upper secondary education including academic and vocational programs. Chapter 4 discusses advanced technical and vocational education and describes three sample programs. Chapter 5 is on tertiary education including universities, other tertiary institutions, degree structure, degrees offered, professional education, open universities, diplomas and practice, the academic year, language of instruction, admission, grading, transcripts, faculty titles, facilities, the Danish Research Academy, and five university profiles. Chapter 6 discusses specialized tertiary education by field of study. Chapter 7 describes medical training for 19 areas of specialization. Chapter 8 explains teacher education. Chapter 9 covers study abroad and internationalization in education. Chapter 10 contains the recommendations and guidelines for admissions officers on admitting and placing Danish students in institutions in the United States. Appendixes contain a list of approved vocational education courses, a list of engineering colleges offering degrees, a list of tertiary degrees, and information on the National Council on the Evaluation of Foreign Educational credentials. Includes a glossary and an index. (JB)

Bogmarkedet Oct 12 2020

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Regards sur l'éducation 1997 Les indicateurs de l'OCDE Nov 05 2022 Les gouvernements de nombreux pays de l'OCDE sont en quête de politiques qui rendent l'éducation plus efficiente, et recherchent des ressources supplémentaires pour répondre à la demande croissante d'éducation. Les indicateurs de l'OCDE sur ...

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Socialforskningsinstituttets publikationer, 1960-64, 1968- Jul 21 2021

OECD Survey of Upper Secondary Schools Technical Report Aug 02 2022 The International Survey of Upper Secondary Schools (ISUSS) was established to determine how successful upper secondary schools are in preparing young adults for life. This publication describes the methodology of the survey and allows researchers to understand and replicate its analyses.

16-19 åringarnas utbildningssituation i Norden: En sammenlignende studie med særlig vekt på dagens situasjon og utviklingen de neste 5-10 år Feb 25 2022

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Vocational Education and Training in Denmark Jul 29 2019 Denmark has a uniform, nationwide vocational education and training (VET) system that provides qualifications that are valid throughout the country and recognized by employers and trade unions. Initial VET (IVET) includes the following components: VET, including commercial and technical training; basic social and health care training; agricultural training; and maritime training. All IVET programs teach the vocational skills necessary for a trade or profession and give access to higher education. Periods of school IVET alternate with periods of in-company training based on apprenticeship contracts. Continuing VET is provided primarily through Denmark's labor market training system (arbejdmarkedsuddannelserne [AMU]), which is designed to give, maintain, and improve participants' vocational skills in accordance with enterprises' needs and background. AMU courses take place exclusively at vocational schools and 24 independent AMU centers. Tertiary VET, consisting of short, vocationally oriented programs, and open education programs are also offered at vocational schools. IVET and tertiary VET are under the auspices of the Ministry of Education, whereas AMU is under authority of Denmark's Ministry of Labour. Active participation by social partners is a central element of Denmark's VET system. A list of acronyms, the addresses of 9 relevant organizations, and a bibliography of 32 online and print resources are appended. (Contains 15 figures.) (MN).

Kraks blaa bog Jan 15 2021

De gymnasiale uddannelser i Norde Aug 22 2021