## Creating Cadres of Highly Competent Caregivers

#### A review of



#### Critical Issues in Early Childhood Professional Development

by Martha Zaslow and Ivelisse Martinez-Beck (Eds.)
Baltimore: Brookes Publishing, 2006. 412 pp. ISBN 1-55766-825-6. \$34.95,
paperback

#### Reviewed by Alice Sterling Honig

This book represents a compilation of essays and research reports from prominent researchers and clinicians thinking and working on the cutting edge of a serious national issue—the quality and qualifications of caregivers for preschool-age children. We need far more information on the experiences, workplace contexts, personal strengths, and vulnerabilities of child-care providers. With the increasing prevalence of employed parents requiring child care for children ever younger, even those just a few weeks old, a clearer picture is urgently needed of who the caregivers are, what training and education they have, and how their work impacts child outcomes in terms of children's intellectual and emotional well-being. The writers of these 15 chapters speculate about how dollars should be spent on early childhood education (ECE) training for providers, for assessing the quality of training and child outcomes, and for determining what political measures are necessary to implement

# <u>Critical Issues In Early Childhood Professional</u> <u>Development</u>

Linda Miller, Carrie Cable

#### **Critical Issues In Early Childhood Professional Development:**

Critical Issues in Early Childhood Professional Development Martha J. Zaslow, Ivelisse Martinez-Beck, 2006 Effective teaching leads to positive student outcomes and professional development for early childhood teachers is key to improving both But what exactly do we mean by 2professional development3 What effect does it have on school readiness Which models and approaches really work This is the book the early childhood field needs to take the crucial first steps toward definitive answers Top experts in early childhood education help readers define professional development examine research across a range of settings Head Start public preschools private programs on professional development and school readiness consider both the extent and the content of professional development learn from detailed explorations of promising professional development models investigate key economic considerations and policy implications identify areas for further Critical Issues in Early Childhood Education Nicola Yelland, 2005-04-16 This book is a valuable contribution to exploration the creation of a more critical and theoretically diverse approach to early childhood policy and practice Through many vivid examples and a varied cast list of authors both academics and practitioners it shows the potential of this approach for pedagogical work in early childhood institutions and the education of the early childhood workforce Professor Peter Moss Institute of Education University of London UK In the era of No Child Left Behind in the U S you might think that the landscape of educational research and practice has been transformed into a row of scientific models and unvarying curricular scripts Nicola Yelland's volume will persuade you that in contrast the landscape in early childhood education is varied and full of unconventional angles The authors examine virtually every significant aspect of curricular practice and postmodernist theory while challenging readers to be skeptics themselves to engage with risky ideas on the way to transformative actions Celia Genishi Professor of Education Teachers College Columbia University USA This book challenges long established beliefs about early childhood education It offers readers the opportunity to think about the aspects of their profession that are fundamental to providing effective and equitable educational opportunities for young children in the 21st century Well known contributors explore issues that are not only critical in terms of being fundamental to early childhood education but also critical in that they present alternative ideas and use frameworks that are not traditional to the field Organized in three parts the book considers Contemporary views of early childhood education and teaching The rethinking of early childhood practices The emergence of new technologies and multiliteracies The chapters in the book focus on aspects of early childhood education that have for a long time been accepted as truisms or have been too hard to deal with and thus often ignored For example they include a consideration of issues that range from examining play that might be sexual in focus or learning how to cope with traumatic events in young children's lives to the ways in which popular culture and new literacies impact on what young children are interested in and how they can be engaged in learning with information and communications technology Essential reading for students in all early childhood studies programmes as well as early

childhood practitioners who want to engage in more reflective practices around their work Contributors Yarrow Andrew Chelsea Bailey Mindy Blaise Elizabeth Brooker Sheralyn Campbell Gaile Cannella Richard Johnson Anna Kilderry Jackie Marsh Jeanette Rhedding Jones Leonie Rowan Sharon Ryan Jonathan Silin Jennifer Sumsion Daniel Walsh Nicola Yelland

Critical Issues in Early Childhood Teacher Education Miranda Lin, Ithel Jones, 2020-06-01 In recent years there have been significant changes in education across the globe largely as a result of changing demographics technological developments and increased globalization Relatedly the changing needs of societies and families along with new research findings provide new directions in early childhood education Consequently early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers An awareness of pressing issues in the field of early childhood teacher education led the editors to develop this volume The chapters in these two volumes bring together scholars from across the US and the globe who are interested in improving the guality of early childhood teacher education. The chapters present their experiences perspectives and lessons learned as they addressed some of the challenging issues concerning the education and preparation of future early childhood teachers The various issues and perspectives from different states in the US or countries across the globe provide insights into current issues and dilemmas facing the field The contributions of these scholars should inform the discourse on early childhood teacher education and help those who work with preservice teachers improve the quality of their work Critical Issues in Early Childhood Teacher Education Ithel Jones, Miranda Lin, 2020-06-01 In recent years there have been significant changes in education across the globe largely as a result of changing demographics technological developments and increased globalization Relatedly the changing needs of societies and families along with new research findings provide new directions in early childhood education Consequently early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers An awareness of pressing issues in the field of early childhood teacher education led the editors to develop this volume The chapters in these two volumes bring together scholars from across the US and the globe who are interested in improving the quality of early childhood teacher education The chapters present their experiences perspectives and lessons learned as they addressed some of the challenging issues concerning the education and preparation of future early childhood teachers The various issues and perspectives from different states in the US or countries across the globe provide insights into current issues and dilemmas facing the field The contributions of these

scholars should inform the discourse on early childhood teacher education and help those who work with preservice teachers The Development of Early Childhood Mathematics Education ,2017-08-24 The improve the quality of their work Development of Early Childhood Mathematics Education Volume 53 in the Advances in Child Development and Behavior series includes chapters that highlight some of the most recent research in the field of developmental psychology Users will find updated chapters on a variety of topics including sections on The DREME Network Research and Interventions in Early Childhood Mathematics The Use of Concrete Experiences in Early Childhood Mathematics Instruction Interventions in Early Mathematics Avoiding Pollution and Dilution Coaching in Early Mathematics and Designing Studies to Test Causal Questions About Early Math The Development of Making Pre K Count Each chapter provides in depth discussions with this volume serving as an invaluable resource for developmental or educational psychology researchers scholars and students Contains chapters that highlight some of the most recent research in the area of child development and behavior Presents a wide array of topics that are discussed in detail Challenges and Opportunities in Global Approaches to Education Neimann, Theresa D., Stelson, Uta M., 2019-09-27 In order to develop student competencies in K 12 and Higher Education environments evidence based tools and concepts are essential in ensuring the development of student skills and proficiencies Evidence based pedagogical practices leading to student learning preferences culturally and internationally are essential to educational success Challenges and Opportunities in Global Approaches to Education is an essential research publication that provides evidence based tools and concepts to develop student competencies in the K 20 environment Chapters in the monograph cover topics in a theoretical context such as how technology online learning and culture inform evidence based development of student competencies This book is essential for curriculum teachers designers instructional designers administrators professionals researchers academicians and students concerned with the management of expertise knowledge information and organizational development in different types of educational communities and environments Early Years Foundations: Critical Issues Janet Moyles, Jane Payler, Jan Georgeson, 2014-01-16 The new edition of this best selling book looks critically at the 2012 Early Years Foundation Stage curriculum and draws attention to issues that underlie the EYFS and the implications for children from birth to five With its questions for reflection and discussion further reading and useful websites Early Years Foundations is essential and informative reading for students studying any early years or early childhood course or working towards Early Years Teacher Status Among the many challenges facing early years professionals there are continual dilemmas arising between perceptions of good practice the practicalities of provision and meeting OfSTED requirements This exciting and innovative new edition supports practitioners in thinking through their responsibilities in tackling some of the many challenges they encounter for example that children are still perceived as deficit in some way and in need of being school ready rather than as developing individuals who have a right to a childhood and appropriate early education Chapters explore the rationale behind early years practice based on theory and research

covering important topics including Prime and specific areas of learning and development Observation and assessment Pedagogy Working with parents Difference and diversity Contributors Sue Bingham Gill Boag Munroe Liz Brooker Helen Clarke Anne Cockburn Rosie Flewitt Jan Georgeson Michael Jones Lilian G Katz Caroline Leeson Paulette Luff Jayne Osgood John Parry Jane Payler Karen Phethean Linda Pound Anne Rawlings Jonathan Rix Sue Rogers Anita Soni Suzy Tutchell Judith Twani Jane Waters David Whitebread Early Years Foundations Critical issues is a timely and valuable edition for the early childhood bookshelf offering high quality scholarship combined with deep understanding of early childhood practice Jane Murray PhD Senior Lecturer University of Northampton UK This book stands out amongst the crowd for a number of reasons In particular the status of the three editing authors means that the content of the book is to be trusted to be both informed and thorough in its attention to detail and this second edition has been carefully updated to incorporate recent reforms and initiatives The editing authors insistence on the creation of an early years text that centres on a critically reflective review of contemporary policy and research can only help to build the argument for a better future for young children's care and education Dr Kathy Goouch Reader in Education Canterbury Christ Church University UK This book is not another bland how to do it manual to accompany the EYFS it goes much further in offering a truly challenging critique This should be essential reading for experienced practitioners as well as Early Childhood Studies students Denise Hevey Professor of Early Years The Early Care and Education Teaching Workforce at the Fulcrum Sharon Lynn University of Northampton UK Kagan, Kathleen C. Tarrant, Kristie Kauerz, 2008 In this important new book Sharon Lynn Kagan and her colleagues focus on the more than 2 million individuals who care for and educate nearly two thirds of the American children under age 5 participating in nonparental care Providing the most thorough synthesis of current research on the early care and education teaching workforce to date the authors address frequently asked questions about teacher quality teacher effectiveness and the professional development necessary to achieve both They conclude with a call for bold changes that would transform the early care and education workforce Relying on empirical data and overviews of dozens of initiatives and programs that address early care and education teachers the book provides a broad and deep analysis of issues surrounding the early care and education teaching workforce Book Features Practical guided by research offers common sense recommendations to better prepare recruit retain and adequately compensate early care and education teachers Current synthesizes hundreds of articles and studies to provide the most up to date review of the research Comprehensive places the issues in a system based context to examine the entire early care and education teaching workforce in all settings This book honors Dr Julius Richmond's legacy by using his successful model of social change to comprehensively examine the important early care and education workforce issues facing our nation and to offer ambitious recommendations to address them Sarah M Greene President and CEO National Head Start Association Teacher-Child Interactions in Early Childhood Education and Care Classrooms Wilfried Smidt, Simone Lehrl, 2020-06-29 How children's development is shaped by Early Childhood Education

and Care ECEC classrooms and especially by teacher child interactions in those settings is a major issue in research and politics which has been researched for several decades This book investigates this important topic by raising three overarching questions 1 What are good teacher child interactions and how they can be measured 2 Which individual and or contextual aspects are associated with teacher child interactions 3 What is the impact of teacher child interactions on the development of children's competencies. The book ties in these fundamental questions with educational research by bringing together international studies from interdisciplinary backgrounds and presenting current research on the characteristics predictivity dependency and methodological issues of teacher child interactions in ECEC classrooms The considered studies conducted in Australia Austria Finland Germany Greece and Portugal each aim to enrich the scientific discourse and provide fruitful implications for policy and practice This book was originally published as a special issue of the Research Papers in Handbook of Research on the Education of Young Children Olivia N. Saracho, Bernard Education journal Spodek, 2013-01-17 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early childhood education this volume addresses critical cutting edge research on child development curriculum policy and research and evaluation strategies With a multitude of new and updated chapters The Handbook of Research on the Education of Young Children 3rd Edition makes the expanding knowledge base related to early childhood education readily available and accessible Clinical Approaches to Emergent Literacy Intervention Laura M. Justice, 2006-11 This seminal text provides a scholarly overview of evidence based approaches to emergent literacy intervention as a necessary component of clinical practice in speech language pathology Numerous books are available on the topic of emergent literacy yet few are developed specifically for the speech language pathologist The scope of this book is comprehensive yet focused it is tailored to identify state of the art approaches on a range of topics in the area of emergent literacy yet focuses its emphasis on children from toddlerhood to kindergarten This period corresponds to the emergent literacy years which precedes children s transition to beginning reading Each chapter provides scientifically cited background information relevant to the content of the chapter before discussing the How To and the Why Figures tables and charts throughout the text are easily accessible to the busy practicing clinician By providing a usable integration of theory and research it encourages readers to think about building early foundations in literacy to promote healthy early development and emphasizes the specific approaches speech language pathologists need to employ when targeting literacy in childhood intervention Designed for speech language pathologists at both pre professional and post graduate levels the book will also be of value to reading specialists literacy

coaches special educators preschool and kindergarten teachers and others Advancing Knowledge and Building Capacity for Early Childhood Research Sharon Ryan, M. Elizabeth Graue, Vivian L. Gadsden, Felice J. Levine, 2021-01-20 This volume employs a multidisciplinary approach to research on a high profile topic very much on the agenda of state and national policy leaders early childhood development and education It aims to reflect how scholarly perspectives shape the contours of knowledge generation and to illuminate the gaps that prevent productive interchange among scholars who value equity in the opportunities available to young children their families and teachers caregivers The editors and authors identify and prioritize critical research areas assess the state of the field in terms of promising research designs and methodologies and identify capacity building needs and potential cross group collaborations Professionalization, Leadership and Management in the Early Years Linda Miller, Carrie Cable, 2010-11-09 With the rapid change experienced by the Early Years Workforce over recent times this book considers what constitutes professionalization in the sector and what this means in practice Bringing a critical perspective to the developing knowledge and understanding of early years practitioners at various stages of their professional development it draws attention to key themes and issues Chapters are written by leading authorities and provide case studies question and discussion points to facilitate critical thinking Topics covered include constructions of professional identities men in the early years multi disciplinary working in the early years professionalization in the nursery early childhood leadership and policy Written in an accessible style and relevant to all levels of early years courses the book is highly relevant to those studying at Masters level and has staggered levels of Further Reading that encourage reflection and progression Continuing Issues in Early Childhood Education Stephanie Feeney, Alice Galper, Carol Seefeldt, 2009 Today's early childhood educators are faced with a great deal of responsibility and are called upon to make numerous decisions every day They interact with children families colleagues administrators and policy makers To be effective their actions have to be based not on their own personal opinions but by an understanding of the complexities related to each new potentially controversial issue and current research on child development and the best practices in early childhood education programs This unique book aims to address this need for advanced students and veteran educators to have a bipartisan reference of the most important issues of the day as addressed by the most advanced scholars in the field To do this the authors have called on eighteen of the most influential educators of the day to contribute a chapter on each topic covered in the book These multiple perspectives provide an unbiased overview of each issue The issues covered include families advocacy children with disabilities and diversity Chapters on developmentally appropriate practices stimulate discussion of the influence of the National Association for the Education of Young Children NAEYC **Policification of Early Childhood Education and Care** Susanne Garvis, Sivanes Phillipson, 2019-10-29 The third volume in the Early Childhood Education in the 21st Century International Teaching Family and Policy Perspectives miniseries focuses on research highlights and policy aspects of early childhood education and care from 22 different countries around the world

This volume provides a platform for authors to discuss and debate the implications of research findings on current practices that reflect policies of each country The research presented spans from challenges in teacher training to case studies of family practices around early child development to problematise the key components of teacher education and family practices that impact young children's education and care By problematising the key issues chapter authors discuss the shifting paradigm of early childhood education and the importance of future research in informing these changes Offering key policy and practice insights across 19 different countries this book is a must read for early childhood educators researchers early childhood organisations policy makers and those interested to know more about early childhood within an Critical Perspectives on Early Childhood Education Lois Weis, Philip G. Altbach, Hugh G. international perspective Petrie, Gail P. Kelly, 1991-01-01 This book explores key policy issues related to early childhood education Through the contributions of various professionals in the field the editors provide a vision practical and possible of early childhood education in the 1990s Part I delves into the complex world both personal and professional of the classroom teacher The essays in Part II look at issues of the school community including the roles of class race gender and exceptionality Finally Part III examines the relationship between schools and the community at large and how complex issues find their way into social and economic policies that often stifle rather than support the democratic vision of American schools Taken as a whole the volume presents a stimulating discussion of the current state of early childhood education policy and practice

**Beginning School** Richard M. Clifford, Gisele M. Crawford, 2008-11-29 The United States is at a pivotal crossroads in determining the educational experiences of children aged 3 through 8 To help educators set goals and design effective policies early childhood experts Clifford and Crawford provide a concise history of early education and care in the United States and invite readers to consider early schooling in a global perspective Distinguished scholars from five countries that value early education as an integral part of life long learning France Germany Japan New Zealand and Sweden examine the evolution of early childhood practices in their countries Providing invaluable insight and guidance as we move toward fully serving children and families in our schools this volume Identifies common themes and challenges among six economically advantaged countries and contrasts their different approaches to educating young children Features international contributors that identify the critical issues and decisions from their own countries perspectives Describes the social forces that are leading the United States toward universal access to school beginning at age 3 International contributors V ronique Francis France Michael Gaffney New Zealand Inge Johansson Sweden Hans Guenther Rossbach Germany and Reiko Uzuhashi Japan The Promise of Pre-K National Center for Research on Early Childhood Education. Leadership Symposium, 2009 High quality pre K that really improves children s outcomes that s the goal early childhood professional will work toward with this groundbreaking text the first volume in the NEW National Center for Research on Early Childhood Education NCRECE series Combining the most current knowlege of top researchers policy makers and federal and state

officials this book examines where pre K is today and inspires decision makers with concrete examples fo successful programs Wotj tjos om depth examination of the latest research and practice readers will be better prepared to make a compelling argument for supportion high quality pre K address the complex challenges of expanding pre K understand the pros and cons of different types of pre K programs and make informed decisions about the most important issues in program development To find out what s already working in pre K program development readers will get an inside look at five successful state level prgrams in New York Maryland Louisiana Georgia and North Carolina throug detailed analyses of each programs characteristics these extended case examples give decision makers a template for effective child centered early education An essential resource for policy makers researchers and teach educators this important volume will help early childhood professionals make progress toward their ultimate goal pre k that responds to children s changing needs helps close the achievemetr gap and ensures school readiness **Annual Editions** Karen Menke Paciorek, Joyce Huth Munro, 2003-03 This reader of public press articles considers the national and international development of early childhood education child development and families educational practices guiding and supporting young children curriular issues and reflections on the present and future of early childhood education This title is supported by our student website Dushkin Online www dushkin com online The Early Years Matter Marilou Hyson, Heather Biggar Tomlinson, 2014-12-04 This accessible and engaging work introduces current and future teachers child care providers and others interested in early childhood education to the importance of the early years in children's well being and success It summarizes the research on the value of high quality services for young children families and society showing why early education matters both today and into the future Emphasizing the need to understand and respect young children's strengths and unique characteristics the authors offer inspiration for working in the field as well as addressing the realistic challenges of implementing developmentally appropriate care and education Each chapter begins with an introductory vignette focused on one child whose experiences are typical of other children in the same age group or life circumstances using that child s experiences to draw out what the best research tells us about why early care and education matters for that group of children The book also features first person narratives by early childhood professionals working in a range of positions who offer insight into the complexity and joys of working with or on behalf of young children Suggestions for further reading and concluding questions for reflection dialogue and action make The Early Years Matter a perfect resource for courses and professional development Hyson and Tomlinson do not simply provide a straightforward and comprehensive view of early childhood education they humanize it through the experiences of children families and early childhood professionals They leave the reader with a clear understanding of the myriad of ways in which high quality early childhood education programs matter in the early years and they matter a lot From the Foreword by Jacqueline Jones This book does a remarkable job of inviting future and current practitioners further into the world of the early childhood profession It provides clear interesting and succinct overviews of

issues critical for those working in early childhood to understand weaving in the most recent developments in research policy and practice in accessible ways Each section of the book also literally puts a face on a selected issue inviting readers to meet a child and family experiencing the issue as well as colleagues focusing on it in their work The Early Years Matter is engaging both a pleasure to read and effective in welcoming readers to take part in work of great significance Martha Zaslow director Society for Research in Child Development SRCD Office for Policy and Communications

Unveiling the Power of Verbal Art: An Emotional Sojourn through **Critical Issues In Early Childhood Professional Development** 

In a world inundated with screens and the cacophony of instant connection, the profound power and psychological resonance of verbal art frequently diminish in to obscurity, eclipsed by the constant onslaught of sound and distractions. Yet, nestled within the lyrical pages of **Critical Issues In Early Childhood Professional Development**, a fascinating function of fictional beauty that pulses with raw thoughts, lies an unique journey waiting to be embarked upon. Written with a virtuoso wordsmith, this enchanting opus books visitors on a psychological odyssey, lightly revealing the latent potential and profound impact stuck within the elaborate internet of language. Within the heart-wrenching expanse with this evocative examination, we shall embark upon an introspective exploration of the book is main themes, dissect its captivating writing design, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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#### **Table of Contents Critical Issues In Early Childhood Professional Development**

- 1. Understanding the eBook Critical Issues In Early Childhood Professional Development
  - o The Rise of Digital Reading Critical Issues In Early Childhood Professional Development
  - Advantages of eBooks Over Traditional Books
- 2. Identifying Critical Issues In Early Childhood Professional Development
  - Exploring Different Genres
  - o Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
- 3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Critical Issues In Early Childhood Professional Development
  - User-Friendly Interface

- 4. Exploring eBook Recommendations from Critical Issues In Early Childhood Professional Development
  - Personalized Recommendations
  - Critical Issues In Early Childhood Professional Development User Reviews and Ratings
  - Critical Issues In Early Childhood Professional Development and Bestseller Lists
- 5. Accessing Critical Issues In Early Childhood Professional Development Free and Paid eBooks
  - Critical Issues In Early Childhood Professional Development Public Domain eBooks
  - Critical Issues In Early Childhood Professional Development eBook Subscription Services
  - Critical Issues In Early Childhood Professional Development Budget-Friendly Options
- 6. Navigating Critical Issues In Early Childhood Professional Development eBook Formats
  - ∘ ePub, PDF, MOBI, and More
  - Critical Issues In Early Childhood Professional Development Compatibility with Devices
  - Critical Issues In Early Childhood Professional Development Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Critical Issues In Early Childhood Professional Development
  - Highlighting and Note-Taking Critical Issues In Early Childhood Professional Development
  - Interactive Elements Critical Issues In Early Childhood Professional Development
- 8. Staying Engaged with Critical Issues In Early Childhood Professional Development
  - o Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Critical Issues In Early Childhood Professional Development
- 9. Balancing eBooks and Physical Books Critical Issues In Early Childhood Professional Development
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Critical Issues In Early Childhood Professional Development
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Critical Issues In Early Childhood Professional Development
  - Setting Reading Goals Critical Issues In Early Childhood Professional Development
  - Carving Out Dedicated Reading Time

- 12. Sourcing Reliable Information of Critical Issues In Early Childhood Professional Development
  - Fact-Checking eBook Content of Critical Issues In Early Childhood Professional Development
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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