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High school  
algebra, grades  
9-12.

"This volume  
seeks make an  
intervention in

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the fields of  
film studies  
and visual  
culture by  
examining  
projection as a  
pivotal element  
in the  
continuing  
technological  
becoming of  
media systems.  
The chapters

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come together  
to paint a  
picture of  
projection that  
incorporates a  
range of  
practices  
across time and  
space. From  
studies of  
traveling  
projectionists  
in early 20th

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century

Scotland and  
modern-day  
Uruguay to  
considerations  
of the (almost)  
lost mediums of  
the slide tape  
and the magic  
lantern, the  
authors invite  
us to consider  
the varied

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nature of the technologies, apparatuses, practices and histories of projection in a holistic manner. In doing so, the volume departs from the psychological metaphors of

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projection

often employed  
by apparatus  
theory, instead  
emphasizing the  
performative  
character of  
the moving  
image and the  
labor of the  
various actors  
involved in the  
utterance of

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such texts"--

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*Print, 2007An*

*Author, Title,*

*and Illustrator*

*Index to Books*

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and Young

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*This book  
constitutes the  
refereed  
proceedings of  
the 18th  
International  
Conference on  
Artificial*

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*Intelligence in  
Education, AIED  
2017, held in  
Wuhan, China,  
in June/July  
2017. The 36  
revised full  
papers  
presented  
together with 4  
keynotes, 37  
poster,  
presentations,*

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*4 doctoral  
consortium  
papers, 5  
industry  
papers, 4  
workshop  
abstracts, and  
2 tutorial  
abstracts were  
carefully  
reviewed and  
selected from  
159*

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submissions.

*The conference provides opportunities for the cross-fertilization of approaches, techniques and ideas from the many fields that comprise AIED, including computer*

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*science,  
cognitive and  
learning  
sciences,  
education, game  
design,  
psychology,  
sociology,  
linguistics as  
well as many  
domain-specific  
areas.*

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**June 28 - July**

**1, 2017,**

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Mathematics  
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a mix of translations  
of classical and  
modern papers from  
the German Didaktik  
tradition, newly



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prepared essays by German scholars and practitioners writing from within the tradition, and interpretive essays by U.S. scholars. It brings this tradition, which virtually dominated German curricular thought and teacher education until the 1960s when American curriculum

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theory entered Germany--and which is now experiencing a renaissance--to the English-speaking world, where it has been essentially unknown. The intent is to capture in one volume the core (at least) of the tradition of Didaktik and to communicate its potential relevance to

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English-language curricularists and teacher educators. It introduces a theoretical tradition which, although very different in almost every respect from those we know, offers a set of approaches that suggest ways of thinking about problems of reflection on curricular and

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teaching praxis (the core focus of the tradition) which the editors believe are accessible to North American readers--with appropriate "translation." These ways of thinking and related praxis are very relevant to notions such as reflective teaching and the

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discourse on teachers as professionals. By raising the possibility that the "new" tradition of Didaktik can be highly suggestive for thinking through issues related to a number of central ideas within contemporary discourse--and for exploring the

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implications of these ideas for both teacher education and for a curriculum theory appropriate to these new contexts for theorizing, this book opens up a gold mine of theoretical and practical possibilities. The ACT official subject guides are a step by step guide for outlining the

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*—Barbara Gross  
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vice chancellor  
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author, Tools  
for Teaching  
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*—Eugenia T.*

*Paulus,  
professor of  
chemistry, North  
Hennepin  
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*Community  
Colleges  
Professor of the  
Year from The  
Carnegie  
Foundation for  
the Advancement  
of Teaching and  
the Council for  
Advancement and  
Support of  
Education "Thank  
you Carnegie  
Mellon for*

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*making*

*accessible what  
has previously  
been*

*inaccessible to  
those of us who  
are not learning  
scientists. Your  
focus on the  
essence of  
learning  
combined with  
concrete  
examples of the*

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*daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues."*

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experience in  
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science of  
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*—From the Foreword by Richard E.*

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*Learning and the  
Science of  
Instruction; and  
author,*

*Multimedia*

*Learning*

*This book tells  
a single story,  
in many voices,  
about a serious  
and sustained  
set of changes  
in mathematics*

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*teaching  
practice in a  
high school and  
how those  
efforts  
influenced and  
were influenced  
by a local  
university. It  
includes the  
writings and  
perspectives of  
high school  
students, high*



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*school teachers,  
preservice  
teacher  
candidates,  
doctoral  
students in  
mathematics  
education and  
other fields,  
mathematics  
teacher  
educators, and  
other education  
faculty. As a*

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*whole, this case study provides an opportunity to reflect on reform visions of mathematics for all students and the challenges inherent in the implementation of these visions in US schools. It challenges us*

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*to rethink  
boundaries  
between theory  
and practice and  
the relative  
roles of  
teachers and  
university  
faculty in  
educational  
endeavors.*

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*Intervention*

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*Seven Research-*

*Based Principles*

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*An Author,*

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prerequisite depth of knowledge to proceed with the chapter content. In order to be a good problem solver, students need a good problem-solving process.

The process used in this book is:

understand the problem, make a

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plan, solve, look  
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