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Consolidate learning and develop problem solving skills through exam practice questions; ideal for independent learning, homework or

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extension activities. · Strengthen skills and consolidate knowledge with a wealth of advice and questions that mirrors the syllabus line by line. · Prepare thoroughly for assessment with revision and exam tips, including a calculator skills checklist and mark scheme

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guidance. · Build confidence using the six mock exam papers, with accompanying mark schemes. · Ideal for independent learning, homework or extension activities, this workbook contains a wealth of exam-style practice. · Answers for the practice questions are available

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A guide to both theory and practice of blended learning offering rigorous research, case studies, and methods for the assessment of educational effectiveness. Blended learning combines traditional in-

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person learning with technology-enabled education. Its pedagogical aim is to merge the scale, asynchrony, and flexibility of online learning with the benefits of the traditional classroom—content-rich instruction and the development of learning relationships. This book

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offers a guide to both theory and practice of blended learning, offering rigorous research, case studies, and methods for the assessment of educational effectiveness. The contributors to this volume adopt a range of approaches to blended learning and

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different models of implementation and offer guidelines for both researchers and instructors, considering such issues as research design and data collection. In these courses, instructors addressed problems they had noted in traditional

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classrooms, attempting to enhance student engagement, include more active learning strategies, approximate real-world problem solving, and reach non-majors. The volume offers a cross-section of approaches from one institution, Georgia Tech, to provide both depth

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and breadth. It examines the methodologies of implementation in a variety of courses, ranging from a first-year composition class that incorporated the video game Assassin's Creed II to a research methods class for psychology and computer science students.

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Blended Learning will be an essential resource for educators, researchers, administrators, and policy makers. Contributors Joe Bankoff, Paula Braun, Mark Braunstein, Marion L. Brittain, Timothy G. Buchman, Rebecca E. Burnett, Aldo A. Ferri, Bonnie Ferri,

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Andy Frazee, Mohammed M. Ghassemi, Ashok K. Goel, Alyson B. Goodman, Joyelle Harris, Cheryl Hiddleston, David Joyner, Robert S. Kadel, Kenneth J. Knoespel, Joe Le Doux, Amanda G. Madden, Lauren Margulieux, Olga Menagarishvili, Shamim Nemati, Vjollca Sadiraj,

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Donald Webster

The SAGE Handbook of Coaching presents a comprehensive, global view of the discipline, identifying the current issues and practices, as well as mapping out where the discipline is going. The Handbook is organized into six thematic

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sections: Part One: Positioning Coaching as a Discipline Part Two: Coaching as a Process Part Three: Common Issues in Coaching Part Four: Coaching in Contexts Part Five: Researching Coaching Part Six: Development of Coaches It provides the perfect reference point

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for graduate students, scholars, educators and researchers wishing to familiarize themselves with current research and debate in the academic and influential practitioners' literature on coaching.

Mathematical anxiety is a feeling of

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tension, apprehension or fear which arises when a person is faced with mathematical content. The negative consequences of mathematical anxiety are well-documented. Students with high levels of mathematical anxiety might underperform in important test

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situations, they tend to hold negative attitudes towards mathematics, and they are likely to opt out of elective mathematics courses, which also affects their career opportunities. Although at the university level many students do not continue to study

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mathematics, social science students are confronted with the fact that their disciplines involve learning about statistics - another potential source of anxiety for students who are uncomfortable with dealing with numerical content. Research on mathematical anxiety

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is a truly interdisciplinary field with contributions from educational, developmental, cognitive, social and neuroscience researchers. The current collection of papers demonstrates the diversity of the field, offering both new empirical contributions and reviews of

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existing studies. The contributors also outline future directions for this line of research.

Best Practices in School

Neuropsychology

State-of-the-Art Research from

Brazil and Germany

Math Instruction for Students with

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Learning Problems

An Essay on the Pain of Playing
Video Games

From Science to Practice

Diagnosing Learning Disorders,
Third Edition

**A definitive reference--now extensively
revised with 70% new material--this**

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book presents cutting-edge knowledge on how learning disorders develop and how to diagnose and treat them effectively. In addition to dyslexia and mathematics disabilities, the book covers speech and language disorders, attention-deficit/hyperactivity disorder, autism spectrum disorder, and

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intellectual disability. Accessibly written, it is grounded in genetics, neuroscience, and developmental neuropsychology. Clinicians and educators are guided to make sense of children's impairments and strengths and make sound diagnostic decisions. Best practices in intervention are

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reviewed. User-friendly features include case examples and summary tables in each disorder-specific chapter. New to This Edition *Revised throughout to reflect major theoretical, empirical, and technological advances. *Chapters on etiology, brain development, and comorbidity. *Chapters on DSM-5

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diagnosis of specific learning disorder, evidence-based assessment, and achievement gaps.

The economics of education is a burgeoning area of study, employing increasingly sophisticated analytical tools to answer questions with high societal impact. Thus, the aim of this

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handbook is to provide readers with an up-to-date overview of the current state of the field of the economics of education and its main areas of research. This comprehensive handbook provides an authoritative overview of key theoretical and policy areas, covering topics like econometric

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methods for education economics, returns to education, competition in education provision, education and economic growth, and education and inequality. It reviews the current state of research from early childhood through postgraduate education as well as adult education and life-long

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learning. Offering a truly international perspective, the handbook benefits from a global group of contributors and attention to both developed and developing country contexts. The Routledge Handbook of the Economics of Education will be a valuable resource for advanced students, researchers, and

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**policymakers across economics,
education, and public policy.**

**This book explores evidence-based
practice in college science teaching. It is
grounded in disciplinary education
research by practicing scientists who
have chosen to take Wieman's (2014)
challenge seriously, and to investigate**

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claims about the efficacy of alternative strategies in college science teaching. In editing this book, we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence, and to include practitioners who offer models of teaching and learning that meet the high standards of

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the scientific disciplines. Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence. Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at

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community and technical colleges, 4-year liberal arts institutions, comprehensive regional campuses, and flagship research universities. In keeping with Wieman's challenge, our primary focus has been on identifying classroom practices that encourage and support meaningful learning and

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conceptual understanding in the natural sciences. The content is structured as follows: after an Introduction based on Constructivist Learning Theory (Section I), the practices we explore are Eliciting Ideas and Encouraging Reflection (Section II); Using Clickers to Engage Students (Section III);

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Supporting Peer Interaction through Small Group Activities (Section IV); Restructuring Curriculum and Instruction (Section V); Rethinking the Physical Environment (Section VI); Enhancing Understanding with Technology (Section VII), and Assessing Understanding (Section VIII). The

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book's final section (IX) is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses. The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural

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objects and events. Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years. In this view, learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base.

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For most students, that knowledge base is riddled with a host of naïve notions, misconceptions and alternative conceptions they have acquired throughout their lives. To a considerable extent, the job of the teacher is to coax out these ideas; to help students understand how their

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ideas differ from the scientifically accepted view; to assist as students restructure and reconcile their newly acquired knowledge; and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances. Clearly, this prescription demands far more than

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most college and university scientists have been prepared for.

Assessment is not only a measure of student learning, but a means to student learning. This bestselling book guides you in constructing and using your own classroom assessments, including tests, quizzes, essays, and rubrics to improve

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student achievement. You will learn how to weave together curriculum, instruction, and learning to make assessment a more natural, useful part of teaching. Find out how to... ensure your assessments are fair, reliable, and valid; construct assessments that meet the level of cognitive demand expected

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of students; create select-response items and understand technology-enhanced items that are increasingly being used on assessments; use constructed-response items and develop scoring criteria such as rubrics; and analyze student results on assessments and use feedback more effectively. This second

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edition features updated examples that reflect the Common Core State Standards as well as other content standards and new, useful samples of teacher-friendly techniques for strengthening classroom assessment practices. No matter what grade level or subject area you teach, this practical

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**book will become your go-to resource
for designing effective assessments.
Cognitive Development from a Strategy
Perspective
A Festschrift for Robert Siegler
Knowledge, Policy and Practice in
Teacher Education
Validity**

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October 2019 Monthly Current Affairs with MCQs for Competitive Exams Borders in Mathematics Pre-Service Teacher Education

Online education has become a major component of higher education worldwide. In mathematics and statistics courses, there exists a

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number of challenges that are unique to the teaching and learning of mathematics and statistics in an online environment. These challenges are deeply connected to already existing difficulties related to math anxiety, conceptual understanding of mathematical ideas, communicating

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mathematically, and the appropriate use of technology. Teaching and Learning Mathematics Online bridges these issues by presenting meaningful and practical solutions for teaching mathematics and statistics online. It focuses on the problems observed by mathematics instructors currently

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working in the field who strive to hone their craft and share best practices with our professional community. The book provides a set of standard practices, improving the quality of online teaching and the learning of mathematics. Instructors will benefit from learning new techniques and approaches to

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delivering content. Features Based on the experiences of working educators in the field Assimilates the latest technology developments for interactive distance education Focuses on mathematical education for developing early mathematics courses Education is vital to the progression

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and sustainability of society. By developing effective learning programs, this creates numerous impacts and benefits for future generations to come. K-12 STEM Education: Breakthroughs in Research and Practice is a pivotal source of academic material on the latest trends,

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techniques, technological tools, and scholarly perspectives on STEM education in K-12 learning environments. Including a range of pertinent topics such as instructional design, online learning, and educational technologies, this book is an ideal reference source for teachers,

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*teacher educators, professionals,
students, researchers, and
practitioners interested in the latest
developments in K-12 STEM
education.*

*Barron's IB Math SL
Educational Series*

Math Instruction for Students with

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Learning Problems, Second Edition provides a research-based approach to mathematics instruction designed to build confidence and competence in pre- and in-service PreK–12 teachers. This core textbook addresses teacher and student attitudes toward mathematics, as well as language

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issues, specific mathematics disabilities, prior experiences, and cognitive and metacognitive factors. The material is rich with opportunities for class activities and field extensions, and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text

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*and includes an entirely new chapter
on measurement and data analysis.*

Blended Learning in Practice

*Teaching and Learning Mathematics
Online*

*K-12 STEM Education: Breakthroughs
in Research and Practice*

Teacher-Made Assessments

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*Breakthroughs in Research and
Practice*

PISA Equations and Inequalities

Making Mathematics Accessible to All

A new series of Exam Preparation
guides for the IB Diploma
Mathematics HL and SL and

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Mathematical Studies. This exam preparation guide for the core content of the IB Diploma Mathematics Higher Level course breaks the course down into chapters that summarise material and present revision questions by exam question type, so that revision can be

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highly focused to make best use of students' time. Students can stretch themselves to achieve their best with 'going for the top' questions for those who want to achieve the highest results. Worked solutions for all the mixed and 'going for the top' questions are

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included, plus exam hints throughout.
Guides for Mathematics Standard
Level and Mathematical Studies are
also available.

Improving Maths and English in
Further Education provides a strategic,
practical and easily applied toolkit for

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teachers and leaders as they work with students to gain core skills. The book highlights the unique challenges that are faced within the sector and the value of embedding college-wide literacy and numeracy for success, providing a range of strategies to

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resolve challenges. Structured to make sure that there is always an alternative approach, method or suggestion, the book allows the reader to choose the steps that suit their context best. Each chapter looks at the key priorities:

- Identifies a range of potential

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solutions to a challenge faced in FE

- Acknowledges potential implementation pitfalls and remedies
 - Suggests practical takeaways, key considerations and next steps
- Teachers and staff within further and Post-16 education will find this an essential

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resource for supporting students studying maths and English. "Teachers and leaders from curriculum areas across the sector will find scenarios and anecdotes that resonate in this book; timetabling, accountability, motivation... a must read." Catherine

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Sezen, Senior Policy Manager – FE
"This is an interesting and engaging read from Jonny, who has produced a book that brings together contemporary educational literature, with a personal and honest take on leading and teaching English and

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Maths in FE." Steven Wallis, Executive Director Quality, NCG "This book caters for the many different voices, people and characters in FE - it does exactly what it says on the tin... It will give you all the tools for a great job with an evidence base to boot." Julia

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Smith, @tessmaths Jonathan Kay has managed and led English and maths departments in Further Education since 2017, as well as working as consultant for the Association of Colleges and Lead English Expert and examiner for a leading exam board.

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Jonathan has also previously worked as an English teacher, 2nd in Department and Head of English in a range of Secondary schools.

Knowledge, Policy and Practice in Teacher Education reviews the evolution of education policy on initial

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teacher education as an indicator of the knowledge that is considered important for nation building. It also looks at research on approaches and structures to initial teacher learning as an indication of the intellectual and moral direction to which schooling must

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aspire. Contributors look at these dynamics across a range of societies including Australia, the Czech Republic, England, Finland, Hong Kong, Israel, Italy, Japan, South Korea, Mexico, Russia, and the USA. Using a review of the literature

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approach within a comparative framework, the book seeks to answer the following questions for each country: What has been the evolution of different approaches to learning to teach in each setting, and what factors have influenced change over the years?

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What are the underlying theories that characterize past and current thinking about the knowledge, skills and dispositions needed by teachers and what evidence is used to support these theories? What does a review on the state of the knowledge about teacher

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education over the past 30 years reveal about the evolution of the research and knowledge traditions that have supported current and past innovations in teacher education? Maria Teresa Tatto and Ian Menter explore international variability in different

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conceptions of knowledge in the context of learning to teach and explore the way in which national and international influences interact in the developing trajectories of teacher education policy and practice, considering what knowledge is

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considered important for teachers to have.

1,001 opportunities to hone your Praxis test-taking skills So, you're an aspiring teacher with your sights set on educating students. Good for you! Teaching is a noble profession, and it's

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quite a competitive one too. Each year, over 600,000 prospective educators take the Praxis exams—but not all of them will come out of these standardized tests with their certifications in tow. If you're wondering how you can up the ante

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and ensure you gain the credentials to score that coveted spot at the front of the classroom, the answer is a practice question away! 1,001 Praxis Core Practice Questions For Dummies goes beyond the instruction offered in typical study guides, offering more than

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a thousand practice opportunities for you to test and assess your understanding of what you can expect to encounter on the actual exam. Complemented with detailed, step-by-step solutions, each practice Praxis Core question gives you a leg up on the

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competition to earn your hard-earned position as the future's next great educator! Increase your chances of scoring higher on the Praxis Core exam Test your skills with practice problems for every question type Access practice problems online, from

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easy to hard Track your progress,
pinpoint your strengths, and work
through your weaknesses Practice your
way to Praxis test-taking perfection!
Free one-year access to all 1,001
practice questions online.
Inclusive Mathematics Education

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Improving Maths and English in
Further Education: A Practical Guide
The Routledge Handbook of the
Economics of Education
Mathematics Higher Level for the IB
Diploma Exam Preparation Guide
Barron's IB Math SL

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A Cross-National Study

The latest edition of the
gold standard in school
neuropsychology references
In the newly revised
Second Edition of Best
Practices in School

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Neuropsychology:
Guidelines for Effective
Practice, Assessment, and
Evidence-Based
Intervention, a team of
psychological experts
delivers a thoroughly

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updated treatment of modern issues and challenges in school neuropsychology. The editors provide comprehensive discussions of current assessment and

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intervention models, best practices in assessing cognitive processes, and the important task of collaborating with parents, educators, and other professionals. This

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latest edition includes:
Explorations of the unique
challenges posed by
working with culturally
diverse student
populations Clinical
advice for learning

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specialists and
neuropsychologists engaged
with special populations
and students with academic
disabilities, processing
deficits, or medical
disorders New chapters on

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assessment and
intervention with children
suffering from trauma or
substance abuse Perfect
for psychologists,
neuropsychologists,
clinicians, and academics

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working in or studying
school environments, Best
Practices in School
Neuropsychology is a must-
read reference for
practitioners working with
children and students who

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seek a one-stop reference
for evidence-informed
assessment and
intervention guidelines.
Cognitive Development from
a Strategy Perspective
recognises the outstanding

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scientific legacy of
Robert S. Siegler as a
pioneer of modern research
on cognitive development
throughout the lifespan.
This volume presents a
collection of essays

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written by leading
scholars in the field,
using cutting-edge
research to illustrate how
Siegler's work and ideas
lay the groundwork for
much of the modern studies

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on cognitive development.
The collection includes
chapters which examine
strategic aspects of
lifespan cognitive
development, change
mechanisms underlying

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cognitive development, and numeracy acquisition with emphasis given to the application of new strategies for education. It explores conceptual and methodological frameworks

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to best study and understand development during childhood and adulthood, and the role of foundational core knowledge on development and acquisition. These

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foundational issues are
examined from various
angles and finally
integrated in a concluding
panoramic chapter written
by Siegler himself.
Cognitive Development from

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a Strategy Perspective
offers valuable reading
for graduates and
researchers in cognitive
development and
mathematical cognition, as
well as those at the

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interface of psychology
and education.

An exploration of why we
play video games despite
the fact that we are
almost certain to feel
unhappy when we fail at

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them. We may think of video games as being "fun," but in *The Art of Failure*, Jesper Juul claims that this is almost entirely mistaken. When we play video games, our

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facial expressions are rarely those of happiness or bliss. Instead, we frown, grimace, and shout in frustration as we lose, or die, or fail to advance to the next level. Humans

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may have a fundamental desire to succeed and feel competent, but game players choose to engage in an activity in which they are nearly certain to fail and feel incompetent.

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So why do we play video games even though they make us unhappy? Juul examines this paradox. In video games, as in tragic works of art, literature, theater, and cinema, it

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seems that we want to experience unpleasantness even if we also dislike it. Reader or audience reaction to tragedy is often explained as catharsis, as a purging of

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negative emotions. But, Juul points out, this doesn't seem to be the case for video game players. Games do not purge us of unpleasant emotions; they produce

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them in the first place.
What, then, does failure
in video game playing do?
Juul argues that failure
in a game is unique in
that when you fail in a
game, you (not a

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character) are in some way inadequate. Yet games also motivate us to play more, in order to escape that inadequacy, and the feeling of escaping failure (often by

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improving skills) is a central enjoyment of games. Games, writes Juul, are the art of failure: the singular art form that sets us up for failure and allows us to experience it

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and experiment with it.
The Art of Failure is
essential reading for
anyone interested in video
games, whether as
entertainment, art, or
education.

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The International
Baccalaureate® (IB) was
founded in Geneva,
Switzerland in 1968 as a
non-profit educational
foundation that endeavored
to develop inquiring,

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knowledgeable and caring
young people who would go
on to create a better and
more peaceful world
through intercultural
understanding and respect.
What began as a single

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program for
internationally mobile
students preparing for
college has grown into a
series of programs for
students up to age 19.
Barron's is pleased to

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offer a brand new course
review and exam
preparation guide for the
IB Mathematics SL exam.
The content of the book is
based on the subject
guide, published by the

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International
Baccalaureate
Organization. It covers
all topics required for
exams beginning in 2014
and includes: A full-
length diagnostic test

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with markscheme and fully
explained answers Study
tips and exam strategies
Topic review and practice
for each strand of the IB
Math SL curriculum,
including explanations and

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examples as well as
problem sets with fully
explained solutions Two
full-length practice exams
with markschemes and fully
explained answers This all-
encompassing book can also

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serve as a supplement to classroom instruction throughout the two-year IB Math SL course, a resource for the Internal Assessment project, and a review resource during

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first year college math
courses.

International Perspectives
on the Teaching and
Learning of Geometry in
Secondary Schools
Exam Practice Workbook for

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Mathematics for the IB
Diploma: Analysis and
Approaches SL
November 2019 Monthly
Current Affairs with MCQs
for Competitive Exams
Enabling Mathematics

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**Learning of Struggling
Students**

**The Case for Evidence-
Based Practice**

**What Is Known, and What is
Still Missing**

Mathematics curriculum, which is

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often a focus in education reforms, has not received extensive research attention until recently. Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective

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curriculum policies and practices that can help lead to the improvement of school education. This book provides a unique international perspective on diverse curriculum issues and practices in different education

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systems, offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved, and showing how curriculum changes in various stages contribute to

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mathematics teaching and learning in different educational systems and cultural contexts. The book is organized to help readers learn not only from reading individual chapters, but also from reading across

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chapters and sections to explore broader themes, including:
Identifying what is important in mathematics for teaching and learning in different education systems; Understanding mathematics curriculum and its

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changes that are valued over time in different education systems; Identifying and analyzing effective curriculum practices; Probing effective infrastructure for curriculum development and

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implementation. Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education, with 29 chapters and four section

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prefaces contributed by 56 scholars from 14 different education systems. This rich collection is indispensable reading for mathematics educators, researchers, curriculum developers, and

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graduate students interested in learning about recent curriculum development, research, and practices in different education systems. It will help readers to reflect on curriculum policies and practices in their own education

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systems, and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning.

How Chinese Acquire and

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Improve Mathematics
Knowledge for Teaching takes a
unique approach to present new
research that views knowledge
acquisition and improvement as
part of teachers ' life-long
professional learning process in

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China.

**THE PRINCETON REVIEW
GETS RESULTS.** Get all the
prep you need to ace the SAT
with 5 full-length practice tests,
thorough SAT topic reviews, and
extra practice online. This eBook

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edition of Cracking the SAT has been optimized for on-screen viewing with cross-linked questions, answers, and explanations. Inside the Book: All the Practice & Strategies You Need • 4 full-length practice tests

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with detailed answer
explanations · Expert subject
reviews for all test topics · Drills
for each test section—Math,
Critical Reading, and Writing ·
Proven techniques for raising
your score · Practical information

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about what to expect on the SAT

- Quick guide to understanding college costs and loans

Exclusive Access to More

Practice and Resources Online ·

- 1 additional full-length practice exam
- Extra math and verbal

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drills to hone your technique ·
Step-by-step problem-solving
guides for the toughest question
types · Video tutorials showing
you our strategies in action ·
Scoring help for book and online
tests, plus optional LiveGrader™

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essay scoring · Study plans,
college profiles, and resources
for finding the perfect college
This book presents current
perspectives on theoretical and
empirical issues related to the
teaching and learning of

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geometry at secondary schools. It contains chapters contributing to three main areas. A first set of chapters examines mathematical, epistemological, and curricular perspectives. A second set of chapters presents

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studies on geometry instruction and teacher knowledge, and a third set of chapters offers studies on geometry thinking and learning. Specific research topics addressed also include teaching practice, learning trajectories,

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learning difficulties, technological resources, instructional design, assessments, textbook analyses, and teacher education in geometry. Geometry remains an essential and critical topic in school mathematics. As they

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learn geometry, students develop essential mathematical thinking and visualization skills and learn a language that helps them relate to and interact with the physical world. Geometry has traditionally been included

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as a subject of study in secondary mathematics curricula, but it has also featured as a resource in out-of-school problem solving, and has been connected to various human activities such as sports, games,

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and artwork. Furthermore, geometry often plays a role in teacher preparation, undergraduate mathematics, and at the workplace. New technologies, including dynamic geometry software, computer-

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assisted design software, and geometric positioning systems, have provided more resources for teachers to design environments and tasks in which students can learn and use geometry. In this context,

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research on the teaching and learning of geometry will continue to be a key element on the research agendas of mathematics educators, as researchers continue to look for ways to enhance student

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learning and to understand
student thinking and teachers '
decision making.

New Challenges in the Research
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Measures, Methods, and Results
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Mathematical and Statistics

Anxiety: Educational, Social,
Developmental and Cognitive
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overview of state-of-the-art research from Brazil and Germany in the field of inclusive mathematics education. Originated from a research cooperation between two countries

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where inclusive education in mathematics has been a major challenge, this volume seeks to make recent research findings available to the international community of

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mathematics teachers and researchers. In the book, the authors cover a wide variety of special needs that learners of mathematics may have in inclusive settings. They

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present theoretical frameworks and methodological approaches for research and practice. Feelings of apprehension and fear brought on by mathematical performance

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can affect correct mathematical application and can influence the achievement and future paths of individuals affected by it. In recent years, mathematics anxiety

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has become a subject of increasing interest both in educational and clinical settings. This ground-breaking collection presents theoretical, educational and

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psychophysiological
perspectives on the
widespread phenomenon of
mathematics anxiety.

Featuring contributions
from leading international
researchers, Mathematics

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Anxiety challenges preconceptions and clarifies several crucial areas of research, such as the distinction between mathematics anxiety from other forms of anxiety

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(i.e., general or test anxiety); the ways in which mathematics anxiety has been assessed (e.g. throughout self-report questionnaires or psychophysiological

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measures); the need to clarify the direction of the relationship between math anxiety and mathematics achievement (which causes which).
Offering a reevaluation of

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the negative connotations usually associated with mathematics anxiety and prompting avenues for future research, this book will be invaluable to academics and students in

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the field psychological
and educational sciences,
as well as teachers
working with students who
are struggling with
mathematics anxiety
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Preparation guides for the IB Diploma Mathematics HL and SL and Mathematical Studies. This exam preparation guide for the IB Diploma Mathematics Standard Level course

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breaks the course down into chapters that summarise material and present revision questions by exam question type, so that revision can be highly focused to make

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best use of students' time. Students can stretch themselves to achieve their best with 'going for the top' questions for those who want to achieve the highest results.

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Worked solutions for all the mixed and 'going for the top' questions are included, plus exam hints throughout. Guides for Mathematics Higher Level and Mathematical Studies

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are also available.

This book examines the current state of the field of mathematics pre-service teacher education through the theme of borders.

Borders are ubiquitous;

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they can be used to define, classify, organize, make sense of, and/or group. There are many ways that the concept of a border illuminates the field of mathematics

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pre-service teacher education. Consequently, there are a multitude of responses to these borders: researchers and practitioners question, challenge, cross, blur,

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and erase them. Chapters include the following topics: explorations of mathematics across topics (e.g., geometry, algebra, probability) and with other disciplines (e.g.,

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science, the arts, social sciences); challenging gender, cultural, and racial borders; exploring the structure and curriculum of teacher education programs; spaces

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inhabited by teacher education programs (e.g., university, community); and international collaborations and programs to promote cross-cultural sharing and

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learning. The book targets a readership of researchers and graduate students in integrated education studies, teacher education, practitioners of mathematics education,

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curriculum developers, and
educational administrators
and policy makers. ?

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cognition, mathematics education, learning sciences, and affective sciences. It addresses ways in which emotions relate to cognitive processes involved in learning and doing mathematics, including processing of numerical and

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physical magnitudes (e.g. time and space), performance in arithmetic and algebra, problem solving and reasoning attitudes, learning technologies, and mathematics achievement. Additionally, it covers social and affective issues

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such as identity and attitudes toward mathematics. Covers methodologies in studying emotion in mathematical knowledge Reflects the diverse and innovative nature of the methodological approaches and

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emotions and mathematical
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from cognitive experimental
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chapters in this book, who have been collaborating extensively over the past 7 years, are from Australia, Canada, the United Kingdom, and the United States. Validity is a clear, substantive introduction to the two most

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fundamental aspects of defensible testing practice: understanding test score meaning and justifying test score use. Driven by evidence-based and consensus-grounded measurement theory, principles, and terminology, this book

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psychometrics, and research
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worksheet. Fluency in mathematics is more than adeptly using basic facts or implementing algorithms. It is not about speed or recall. Real fluency is about choosing strategies that are efficient,

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Humans process quantity information without the aid of language or symbols to guide a

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variety of everyday life decisions. The cognitive system that supports this intuitive skill is often referred to as the approximate number system (ANS). It has been argued that the ANS serves as the

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foundation of the formal symbolic number system—mathematics. Abundant empirical evidence is supportive of this view: acuity of the ANS is positively correlated with symbolic math performance,

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training of the ANS may cause improvements in symbolic math performance, and the ANS and symbolic number processing may share a common neural underpinning. However, recently several theories and empirical

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data cast doubt on the role of the ANS in symbolic math processing. This e-book aims to advance our understanding of the underlying mechanisms of the overlap between the ANS and mathematics.

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