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result, it is the most practical book I have come across related to formative assessment and mathematics The self-regulation aspects, as well as the ownership and involvement emphasized in the book, went beyond the traditional

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cognitive strategies endorsed in most books." Marc Simmons, Principal Ilwaco Middle School, Ocean Beach School District, Long Beach, WA "The ideas in this book are brought to life with examples of teachers and students in the

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classroom. The teacher voices, comments, and quotes lend credibility and are a big component of the book's strengths as well as the visuals and graphics." Rita Tellez, Math Coordinator Ysleta Independent School District, El

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In recent years, funding agencies like the Institute of Educational Sciences and the National Science Foundation have increasingly emphasized large-scale studies with experimental and quasi-

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experimental designs looking for 'objective truths'. Educational researchers have recently begun to use large-scale studies to understand what really works, from developing interventions, to validation studies of the

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intervention, and then to efficacy studies and the final "scale-up" for large implementation of an intervention. Moreover, modeling student learning developmentally, taking into account cohort factors, issues of socioeconomics, local

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political context and the presence or absence of interventions requires the use of large data sets, wherein these variables can be sampled adequately and inferences made. Inroads in quantitative methods have been made in the

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psychometric and sociometric literatures, but these methods are not yet common knowledge in the mathematics education community. In fact, currently there is no volume devoted to discussion of issues related to large-scale studies and to

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report findings from them. This volume is unique as it directly discusses methodological issue in large-scale studies and reports empirical data from large-scale studies.

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Midland Schools

***During the Victorian era,
industrial and economic
growth led to a phenomenal
rise in productivity and
invention. That spirit of
creativity and ingenuity was***

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reflected in the massive expansion in scope and complexity of many scientific disciplines during this time, with subjects evolving rapidly and the creation of many new disciplines. The subject of

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***mathematics was no exception
and many of the advances
made by mathematicians
during the Victorian period are
still familiar today; matrices,
vectors, Boolean algebra,
histograms, and standard***

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deviation were just some of the innovations pioneered by these mathematicians. This book constitutes perhaps the first general survey of the mathematics of the Victorian period. It assembles in a

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***single source research on the
history of Victorian
mathematics that would
otherwise be out of the reach
of the general reader. It charts
the growth and institutional
development of mathematics***

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***as a profession through the
course of the 19th century in
England, Scotland, Ireland,
and across the British Empire.
It then focuses on
developments in specific
mathematical areas, with***

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***chapters ranging from
developments in pure
mathematical topics (such as
geometry, algebra, and logic)
to Victorian work in the
applied side of the subject
(including statistics,***

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calculating machines, and astronomy). Along the way, we encounter a host of mathematical scholars, some very well known (such as Charles Babbage, James Clerk Maxwell, Florence Nightingale,

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and Lewis Carroll), others largely forgotten, but who all contributed to the development of Victorian mathematics.

Vols. for 1923-32 include separately paged sections:

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"Progress report."**

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in the 1960s, the theory of***

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random graphs have evolved into a dynamic branch of discrete mathematics. Yet despite the lively activity and important applications, the last comprehensive volume on the subject is Bollobas's well-

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known 1985 book. Poised to stimulate research for years to come, this new work covers developments of the last decade, providing a much-needed, modern overview of this fast-growing area of

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combinatorics. Written by three highly respected members of the discrete mathematics community, the book incorporates many disparate results from across the literature, including

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results obtained by the authors and some completely new results. Current tools and techniques are also thoroughly emphasized. Clear, easily accessible presentations make Random Graphs an ideal

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***introduction for newcomers to
the field and an excellent
reference for scientists
interested in
discrete mathematics and
theoretical computer science.***

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***focus on the fundamental
theory as well as basic models
of random graphs * A detailed
description of the phase
transition phenomenon * Easy-
to-apply exponential
inequalities for large***

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The School World

This report is the result

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of a fast-track study of U.S. mathematical sciences research institutes done in response to a request from the National Science Foundation (NSF). The task of the Committee on U.S.

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Mathematical Sciences
Research Institutes was to
address the following
three questions: 1. What
are the characteristic
features of effective
mathematical sciences

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research institutes in the ways that they further mathematical research in the United States, and are there ways that the current configuration can be improved? 2. What kinds

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of institutes should there be in the United States, and how many does the nation need? 3. How should U.S. mathematical sciences research institutes be configured (with regard

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to, for example, diversity
of operating formats,
distribution of
mathematical fields, and
interinstitute cooperation
or coordination) in order
to have the nation's

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mathematical research
enterprise continue to be
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the hope that many wheels
need not be reinvented
again and again.

Based on Fields medal
winning work of Michael
Freedman, this book
explores the disc

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embedding theorem for
4-dimensional manifolds.
This theorem underpins
virtually all our
understanding of
topological 4-manifolds.
Most famously, this

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includes the 4-dimensional Poincaré conjecture in the topological category. The Disc Embedding Theorem contains the first thorough and approachable exposition of Freedman's

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proof of the disc
embedding theorem, with
many new details. A self-
contained account of
decomposition space
theory, a beautiful but
outmoded branch of

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topology that produces non-differentiable homeomorphisms between manifolds, is provided, as well as a stand-alone interlude that explains the disc embedding

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theorem's key role in all known homeomorphism classifications of 4-manifolds via surgery theory and the s-cobordism theorem. Additionally, the ramifications of the disc

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embedding theorem within the study of topological 4-manifolds, for example Frank Quinn's development of fundamental tools like transversality are broadly described. The book is

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written for
mathematicians, within the
subfield of topology,
specifically interested in
the study of 4-dimensional
spaces, and includes
numerous professionally

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rendered figures.

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Trends in Teaching and

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Bridging for Teaching

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Research in Education

This book highlights and interrogates the continued interest and scrutiny of mathematics and science education.

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National debates on excellence and equity tend to focus largely on underachievement in mathematics and science rather than subjects in the arts or music: this is due to a belief that these curriculum areas are central to individual workplace success and

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national development in a competitive economic environment. The authors explore the history of these assumptions, as well as the debates based around claims that student achievement levels in these subjects has fallen. Spanning the United States,

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New Zealand, Australia and the United Kingdom, the chapters question how such debates are sustained and amplified: how has this perceived 'crisis' been articulated and spread across national borders? This comprehensive book will be of interest

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and value to scholars of mathematics and science education, as well as international education debates.

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commercial and social consequences".

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from the ICTMA 9 conference held in Lisbon, attended by delegates from about 30 countries. This work records the 1999 Lisbon Conference of ICTMA. It contains the selected and edited content of the conference and makes a significant contribution to

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mathematical modelling which is the significant investigative preliminary to all scientific and technological applications from machinery to satellites and docking of space-ships. Contains the selected and edited content of the 1999 Lisbon Conference

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modalities and the application of brain stimulation techniques for improving mathematical learning. It goes on to explore the role genetics and environmental influences have in the development of math abilities and disabilities.

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behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides

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*children learn most effectively?
New evidence from many
branches of science has
significantly added to our
understanding of what it means
to know, from the neural
processes that occur during
learning to the influence of*

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culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how

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approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical

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structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom

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