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JONAS COLBY

Australian Books in Print Rowman & Littlefield
This work reports the findings of the Professional Competence of Teachers, Cognitively Activating Instruction, and Development of Students´ Mathematical Literacy project (COACTIV). COACTIV applies a broad, innovative conceptualization of teacher competence to examine how mathematics teachers' knowledge, beliefs, motivational orientations, and self-regulation skills influence their instructional practice and teaching outcomes In this project data was collected on various aspects of teacher competence and classroom instruction from the perspective of both the teachers themselves and their students. Moreover, it gauges the effects of these teacher characteristics on student learning, as indexed by the progress students in each class. Questions addressed in the study which are reported in this volume include: What are the characteristics of successful teaching? What distinguishes teachers who succeed in their profession? How can the quality of instruction be improved?
Instead of Education Sentient Publications
This volume is a direct result of an international conference that brought together a number of scholars from Europe and the United States to discuss their ideas and research about cognitive and instructional processes in history and the social sciences. As such, it fills a major gap in the study of how people learn and reason in the context of particular subject matter domains and how instruction can be improved in order to facilitate better learning and reasoning. Previous cognitive work on subject

matter learning has been focused primarily upon mathematics and physics; the present effort provides the first such venture examining the history and social science domains from a cognitive perspective. The different sections of the book cover topics related to comprehension, learning, and instruction of history and the social sciences, including: *the development of some social sciences concepts, *the teaching of social sciences -- problems and questions arising from this cognitive perspective of learning, *the comprehension and learning from historical texts, *how people and students understand historical causality and provide explanations of historical events, and *the deduction processes involved in reasoning about social sciences contents. This volume will be useful for primary and secondary school teachers and for cognitive and instructional researchers interested in problem solving and reasoning, text comprehension, domain-specific knowledge acquisition and concept development.

Cognitive Activation in the Mathematics Classroom and Professional Competence of Teachers R. R. Bowker

Holt's most direct and radical challenge to the educational status quo and a clarion call to parents to save their children from schools of all kinds.

Mathematische Grundlagen der Informationstheorie Univ. Press of Mississippi

Endlich liegt die anschauliche und fundierte Einführung zur Modernen Physik von Paul A. Tipler und Ralph A. Llewellyn in der deutschen Übersetzung vor. Eine umfassende Einführung in die Relativitätstheorie, die Quantenmechanik und die statistische Physik wird im ersten Teil des Buches gegeben. Die wichtigsten Arbeitsgebiete der modernen Physik - Festkörperphysik, Kern- und Teilchenphysik sowie die Kosmologie und Astrophysik - werden in der zweiten Hälfte des Buches behandelt. Zu weiteren zahlreichen Spezialgebieten gibt es Ergänzungen im Internet beim Verlag der amerikanischen Originalausgabe, die eine Vertiefung des Stoffes ermöglichen. Mit ca. 700 Übungsaufgaben eignet sich das Buch hervorragend zum Selbststudium sowie zur Begleitung einer entsprechenden Vorlesung. Die Übersetzung des Werkes übernahm Dr. Anna Schleitzer. Die Bearbeitung und Anpassung an Anforderungen deutscher Hochschulen wurde von Prof. Dr. G. Czycholl, Prof. Dr. W. Dreybrodt, Prof. Dr. C. Noack und Prof. Dr. U. Strohbusch durchgeführt. Dieses Team gewährleistet auch für die deutsche Fassung die wissenschaftliche Exaktheit und Stringenz des Originals.

A Model for Training the Disadvantaged Houghton Mifflin

Werden wir irgendwann durch Wände gehen können? In Raumschiffen mit Lichtgeschwindigkeit zu fernen Planeten reisen? Wird es uns möglich sein, Gedanken zu lesen? Oder Gegenstände allein mit unserer Willenskraft zu bewegen? Bislang waren derlei Fähigkeiten Science-Fiction- und Fantasy-Helden vorbehalten. Aber müssen sie deshalb auf immer unerreichbar bleiben? Der renommierte Physiker Michio Kaku zeigt uns, was nach dem gegenwärtigen Stand der Wissenschaft möglich ist und was vielleicht in Jahrhunderten oder Jahrtausenden realisierbar sein wird. Seine Ergebnisse überraschen – und eröffnen faszinierende Perspektiven auf die Welt von morgen. «Eine großartige Quelle der Wissenschaftsunterhaltung.» DIE ZEIT «Man wird geradezu hineingezogen in die Welt der kleinsten Teilchen und größten Dimensionen – und stellt mit Verwunderung fest, dass es trotz der phantastischen Ideen letztlich um den eigenen

Alltag geht.» Saarländischer Rundfunk

Holt Science and Technology Springer Science & Business Media

Sponsored by the National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education, the Handbook is specifically designed to make important, vital scholarship accessible to mathematics education professors, graduate students, educational researchers, staff development directors, curriculum supervisors, and teachers. The Handbook provides a framework for understanding the evolution of the mathematics education research field against the backdrop of well-established conceptual, historical, theoretical, and methodological perspectives. It is an indispensable working tool for everyone interested in pursuing research in mathematics education as the references for each of the Handbook's twenty-nine chapters are complete resources for both current and past work in that particular area.

Reskilling America Metropolitan Books

From Katherine Newman, award-winning author of No Shame in My Game, and sociologist Hella Winston, a sharp and irrefutable call to reenergize this nation's long-neglected system of vocational training After decades of off-shoring and downsizing that have left blue collar workers obsolete and stranded, the United States is now on the verge of an industrial renaissance. Companies like Apple, BMW, Bosch, and Volkswagen are all opening plants and committing millions of dollars to build products right here on American soil. The only problem: we don't have a skilled enough labor pool to fill these positions, which are in many cases technically demanding and require specialized skills. A decades-long series of idealistic educational policies with the expressed goal of getting every student to go to college has left a generation of potential workers out of the system. Touted as a progressive, egalitarian institution providing opportunity even to those with the greatest need, the American secondary school system has in fact deepened existing inequalities, leaving behind millions of youth, especially those who live in the de-industrialized Northeast and Midwest, without much of a future at all. We can do better, argue acclaimed sociologists Katherine Newman and Hella Winston. Taking a page from the successful experience of countries like Germany and Austria, where youth unemployment is a mere 7%, they call for a radical reevaluation of the idea of vocational training, long discredited as an instrument of tracking. The United States can prepare a new, high-performance labor force if we revamp our school system to value industry apprenticeship and rigorous technical education. By doing so, we will not only be able to meet the growing demand for skilled employees in dozens of sectors where employers decry the absence of well trained workers -- we will make the American Dream accessible to all.

Journal of Education Springer-Verlag

In Stability and Change in Science Education: Meeting Basic Learning Needs, Phyllis Katz and Lucy Avraamidou present authors from five countries who have reflected upon this balance in their science education reform work in schools and other science rich settings.

Children's Books in Print, 2007 De Gruyter Oldenbourg

Das umfassende Lehrbuch zur Kombinatorischen Optimierung beruht auf Vorlesungen, die die Autoren an der Universität Bonn gehalten haben. Sie geben den neuesten Stand des Fachgebiets

wieder – mit Schwerpunkt auf theoretischen Resultaten und Algorithmen mit guten Laufzeiten und Ergebnissen. Der Band enthält vollständige Beweise, einige davon wurden bisher nicht in der Lehrbuchliteratur publiziert. Die deutschsprachige Neuauflage enthält alle Ergänzungen und Aktualisierungen der 5. englischsprachigen Auflage, darunter mehr als 60 neue Übungsaufgaben.

IJER Vol 4-N4 Rowohlt Verlag GmbH

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Routledge

The mission of the International Journal of Educational Reform (IJER) is to keep readers up-to-date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities. As the only peer-reviewed scholarly publication that combines authors’ voices without regard for the political affiliations perspectives, or research methodologies, IJER provides readers with a balanced view of all sides of the political and educational mainstream. To this end, IJER includes, but is not limited to, inquiry based and opinion pieces on developments in such areas as policy, administration, curriculum, instruction, law, and research. IJER should thus be of interest to professional educators with decision-making roles and policymakers at all levels turn since it provides a broad-based conversation between and among policymakers, practitioners, and academicians about reform goals, objectives, and methods for success throughout the world. Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked. IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes. Finally, it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U.S. and the world.

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