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This book investigates the professional learning needs of teachers beyond initial teacher education, focusing on teachers in complex teaching positions, such as out-of-field teaching practices. The information presented here will help to improve professional learning strategies, while also offering an in-depth understanding of teachers' needs, leaders' perceptions, and what complex teaching situations mean for teachers' professional learning and development. Further, Du Plessis shares the perceptions and lived experiences of teachers, parents, leaders and students as key stakeholders in quality teaching and learning environments. In light of new evidence-informed findings on the out-of-field phenomenon and continuing professional learning, Du Plessis puts forward strategies that will enhance the effectiveness of professional learning and development programs, while also fostering improved decision-making and policy development. In brief, Du Plessis focuses on the impact that complex teaching situations have on teachers' unique needs, the support that is provided, and the influence of the out-of-field phenomenon on teachers' responses to continuing professional learning and development programs. This book resulted from two reports (published in 1928 and 1932) of the Committee on Rational Transformations, established by the National Research Council. The purpose of the reports was to give a comprehensive survey of the literature on the subject. Each chapter is regarded as a separate unit that can be read independently. With 1855-1927 are issued and bound: Handelingen van de algemeene vergadering. This volume grew out of a symposium on discourse, tools,

and instructional design at Vanderbilt University in 1995 that brought together a small international group to grapple with issues of communicating, symbolizing, modeling, and mathematizing, particularly as these issues relate to learning in the classroom. The participants invited to develop chapters for this book--all internationally recognized scholars in their respective fields--were selected to represent a wide range of theoretical perspectives including mathematics education, cognitive science, sociocultural theory, and discourse theory. The work is distinguished by the caliber of the contributors, the significance of the topics addressed in the current era of reform in mathematics education, and the diversity of perspectives taken to a common set of themes and issues. The book is intended for those who are seeking to expand their understanding of the complexity of learning in order to enhance the learning experiences students have in schools, primarily researchers, instructional designers, and graduate students in mathematics education, as well as those in other fields including science education, instructional design in general, discourse theory, and semiotics. It could certainly be argued that the way in which Hegel criticizes Newton in the Dissertation, the Philosophy of Nature and the lectures on the History of Philosophy, has done more than anything else to prejudice his own reputation. At first sight, what we seem to have here is little more than the contrast between the tested accomplishments of the founding father of modern science, and the random remarks of a confused and somewhat disgruntled philosopher; and if we are persuaded to concede that it may perhaps be something more than this - between the work of a clear-sighted mathematician and experimentalist, and the blind assertions of some sort of Kantian logician, blundering about among the facts of the real world. By and large, it was this clear-cut simplistic view of the matter which prevailed among Hegel's contemporaries, and which persisted until fairly recently. The modification and eventual transformation of it have come about gradually, over the past twenty or twenty-five years. The first full-scale commentary on the Philosophy of Nature was published in 1970, and gave rise to the realization that to some extent at least, the Hegelian criticism was directed against Newtonianism rather than the work of Newton himself, and that it tended to draw its inspiration from developments within the natural sciences, rather than from the exigencies imposed upon Hegel's thinking by a priori categorial relationships.

Hulle het ontsnap en nou keer alles weer terug na normaal. Of so dink Lucas ... Hulle mediese toetse wys dat alles piekfyn is, maar dan waag Lucas dit om vir sy pa te vertel wat in die VVV met hulle gebeur het. A group of 100 prisoners, all together in the prison dining area, are told that they will be all put in isolation cells and then will be interrogated one by one in a room containing a light with an on/off switch. The prisoners may communicate with one another by toggling the light switch (and that is the only way in which they can communicate). The light is initially switched off. There is no fixed order of interrogation, or interval between interrogations, and the same prisoner may be interrogated again at any stage. When interrogated, a prisoner can either do nothing, or toggle the light switch, or announce that all prisoners have been interrogated. If that announcement is true, the prisoners will (all) be set free, but if it is false, they will all be executed. While still in the dining room, and before the prisoners go to their isolation cells (forever), can the prisoners agree on a protocol that will set them free? At first glance, this riddle may seem impossible to solve: how can all of the necessary information be transmitted by the prisoners using only a single light bulb? There is indeed a solution,

however, and it can be found by reasoning about knowledge. This book provides a guided tour through eleven classic logic puzzles that are engaging and challenging and often surprising in their solutions. These riddles revolve around the characters' declarations of knowledge, ignorance, and the appearance that they are contradicting themselves in some way. Each chapter focuses on one puzzle, which the authors break down in order to guide the reader toward the solution. For general readers and students with little technical knowledge of mathematics, *One Hundred Prisoners and a Light Bulb* will be an accessible and fun introduction to epistemic logic. Additionally, more advanced students and their teachers will find it to be a valuable reference text for introductory course work and further study.

Terwyl Lucas en sy vriende probeer om Ayanda se dood te verwerk, word hulle gekonfronteer met vreemde gebeure: 'n misterieuse bol lig, so groot soos 'n rugbybal, hang in die donker buite Brandon-hulle se huis; 'n massiewe swart trok ry Nova se strate binne en verdwyn in die Hok. Die skool word ook skielik ontruim wanneer 'n vuur uitbreek en dele van die skool ontplof. Al die leerders en onderwysers soek skuiling in 'n ondergrondse bunker.

Drawing on letters, orations and disputations, this book argues that during the seventeenth century, the Amsterdam Athenaeum, despite the revolutionary debates of the time, and despite the intellectual liberalism characteristic of Amsterdam, remained traditional in its teaching. The international New Math developments between about 1950 through 1980, are regarded by many mathematics educators and education historians as the most historically important development in curricula of the twentieth century. It attracted the attention of local and international politicians, of teachers, and of parents, and influenced the teaching and learning of mathematics at all levels—kindergarten to college graduate—in many nations. After garnering much initial support it began to attract criticism. But, as Bill Jacob and the late Jerry Becker show in Chapter 17, some of the effects became entrenched. This volume, edited by Professor Dirk De Bock, of Belgium, provides an outstanding overview of the New Math/modern mathematics movement. Chapter authors provide exceptionally high-quality analyses of the rise of the movement, and of subsequent developments, within a range of nations. The first few chapters show how the initial leadership came from mathematicians in European nations and in the United States of America. The background leaders in Europe were Caleb Gattegno and members of a mysterious group of mainly French pure mathematicians, who since the 1930s had published under the name of (a fictitious) “Nicolas Bourbaki.” In the United States, there emerged, during the 1950s various attempts to improve U.S. mathematics curricula and teaching, especially in secondary schools and colleges. This side of the story climaxed in 1957 when the Soviet Union succeeded in launching “Sputnik,” the first satellite.

Undoubtedly, this is a landmark publication in education. The foreword was written by Professor Bob Moon, one of a few other scholars to have written on the New Math from an international perspective. The final “epilogue” chapter, by Professor Geert Vanpaemel, a historian, draws together the overall thrust of the volume, and makes links with the general history of curriculum development, especially in science education, including recent globalization trends.

Vir die eerste keer in Afrikaans (die jongste Westerse taal wat in die afgelope eeu reeds sy eie unieke letterkunde geskep het) word die verhaal van Grieks vertel, die oudste Westerse taal waarin feitlik al die bekende literere genres hul weergalose vorm en gestalte gekry het. Hoewel hierdie publikasie basies linguisties van aard is, poog die

skrywer om die dramatis personae self ook aan die woord te stel in plaas van om net in taalkundige jargon te verval. Om 'n werk soos hierdie saam te stel, vereis kundigheid in verskeie vaksgebiede wat begin by oer-Grieks in sy sillabiese lynskriffases A en B. Die Grieks van die Goue Era van Perikles se Athene (circa 500 v.C.) is die bekendste. Min mense besef egter dat Homeros bedrieglik pre-klassiek is. Die klassieke Griek kon sy twee groot eposse (die Ilias en die Odusseia) nie sonder meer vlot lees nie. Dit was hulle Chaucer en Shakespeare. Die Griekse NT is sekerlik die belangrikste dokument wat ooit in Grieks opgestel is, hoewel dit stilisties nie naastenby die beste is nie. Vir sy bespreking van veral die semantiek van Moderne Grieks gebruik die skrywer hier vir die eerste keer dr. Philip Nicolaides se uitvoerige Grieks-Afrikaanse Woordeboek van 843 foliogrootte bladsye. Dis teen die middel van die vorige eeu opgestel, maar is nooit gepubliseer nie. Gerrit Kruger besit vandag die enigste (oorspronklike) kopie daarvan. This book constitutes the refereed proceedings of the 25th European Conference on Genetic Programming, EuroGP 2022, held as part of Evo\*2021, as Virtual Event, in April 2022, co-located with the Evo\*2022 events, EvoCOP, EvoMUSART, and EvoApplications. The 12 revised full papers and 7 short papers presented in this book were carefully reviewed and selected from 35 submissions. The wide range of topics in this volume reflects the current state of research in the field. The collection of papers cover topics including developing new operators for variants of GP algorithms, as well as exploring GP applications to the optimization of machine learning methods and the evolution of complex combinational logic circuits. Iets is nie pluis op die weermagdorpe Nova nie. Nadat Lucas een aand vreemde ligte in die nagemel gewaar, begin hy geheime oopkrap. Geheime oor besoekers uit die buitenste ruimte. Geheime waarby nie net Lucas nie, maar ook sy beste vriende en selfs sy gesin betrokke is. Gevaarlike geheime ... Die eerste drie titels in Fanie Viljoen se naelkou-wetenskapsfiksierreeks is nou in 'n omnibus beskikbaar: Die begin, Vuurdoop en Bloedbroers. For anyone interested in the history and effects of the introduction of so-called “Modern Mathematics” (or “Mathématique Moderne,” or “New Mathematics,” etc.) this book, by Dirk De Bock and Geert Vanpaemel, is essential reading. The two authors are experienced and highly qualified Belgian scholars and the book looks carefully at events relating to school mathematics for the period from the end of World War II to 2010. Initially the book focuses on events which helped to define the modern mathematics revolution in Belgium before and during the 1960s. The book does much more than that, however, for it traces the influence of these events on national and international debates during the early phases of the reform. By providing readers with translations into English of relevant sections of key Continental documents outlining the major ideas of leading Continental scholars who contributed to the “Mathématique Moderne” movement, this book makes available to a wide readership, the theoretical, social, and political backdrops of Continental new mathematics reforms. In particular, the book focuses on the contributions made by Belgians such as Paul Libois, Willy Servais, Frédérique Lenger, and Georges Papy. The influence of modern mathematics fell away rapidly in the 1970s, however, and the authors trace the rise and fall, from that time into the 21st century, of a number of other approaches to school mathematics—in Belgium, in other Western European nations, and in North America. In summary, this is an outstanding, landmark publication displaying the fruits of deep scholarship and careful research based on extensive analyses of primary sources. Neste livro, Dirceu Zaleski Filho

propõe reaproximar a Matemática e a Arte no ensino. A partir de um estudo sobre a importância da relação entre essas áreas, o autor elabora aqui uma análise da contemporaneidade e oferece ao leitor uma revisão integrada da História da Matemática e da História da Arte, revelando o quão benéfica sua conciliação pode ser para o ensino. O autor sugere aqui novos caminhos para a Educação Matemática, mostrando como a Segunda Revolução Industrial – a eletroeletrônica, no século XXI – e a arte de Paul Cézanne, Pablo Picasso e, em especial, Piet Mondrian contribuíram para essa reaproximação e como elas podem ser importantes para o ensino de Matemática em sala de aula. Matemática e Arte é um livro imprescindível a todos os professores, alunos de graduação e de pós-graduação e, fundamentalmente, para professores da Educação Matemática. This book seeks to explore the history of descriptive geometry in relation to its circulation in the 19th century, which had been favoured by the transfers of the model of the *École Polytechnique* to other countries. The book also covers the diffusion of its teaching from higher instruction to technical and secondary teaching. In relation to that, there is analysis of the role of the institution – similar but definitely not identical in the different countries – in the field under consideration. The book contains chapters focused on different countries, areas, and institutions, written by specialists of the history of the field. Insights on descriptive geometry are provided in the context of the mathematical aspect, the aspect of teaching in particular to non-mathematicians, and the institutions themselves. This open access book, inspired by the ICME 13 Thematic Afternoon on “European Didactic Traditions”, consists of 17 chapters, in which educators from the Netherlands reflect on the teaching and learning of mathematics in their country and the role of the Dutch domain-specific instruction theory of Realistic Mathematics Education. Written by mathematics teachers, mathematics teacher educators, school advisors, and developers and researchers in the field of instructional material, textbooks, and examinations, the book offers a multitude of perspectives on important issues in Dutch mathematics education, both at primary and secondary school levels. Topics addressed include the theoretical underpinnings of the Dutch approach, the subject of mathematics in the Dutch educational system, teacher education and testing, the history of mathematics education and the use of history in teaching of mathematics, changes over time in subject matter domains and in the use of technology, and the process of innovation and how the Dutch and in particular one Dutch institute have worked on the reform. Gert H. Müller The growth of the number of publications in almost all scientific areas, as in the area of (mathematical) logic, is taken as a sign of our scientifically minded culture, but it also has a terrifying aspect. In addition, given the rapidly growing sophistication, specialization and hence subdivision of logic, researchers, students and teachers may have a hard time getting an overview of the existing literature, particularly if they do not have an extensive library available in their neighbourhood: they simply do not even know what to ask for! More specifically, if someone vaguely knows that something vaguely connected with his interests exists somewhere in the literature, he may not be able to find it even by searching through the publications scattered in the review journals. Answering this challenge was and is the central motivation for compiling this Bibliography. The Bibliography comprises (presently) the following six volumes (listed with the corresponding Editors): I. Classical Logic W. Rautenberg 11. Non-classical Logics W. Rautenberg 111. Model Theory H.-D. Ebbinghaus IV. Recursion Theory P.G. Hinman V.

Set Theory A.R. Blass VI. Proof Theory; Constructive Mathematics J.E. Kister; D. van Dalen & A.S. Troelstra. Through its research-to-practice focus, this book honors the professional contributions of Professor Barry J. Zimmerman as illustrated by the recent self-regulation applications of a highly respected group of national and international scholars. This book will serve as a valuable resource for those interested in empowering and enabling learners to successfully manage and self-direct their lives, education, and careers. In particular, K-12 educators, college instructors, coaches, musicians, health care providers, and researchers will gain invaluable insight into the nature of self-regulation as well as how they can readily apply self-regulation principles into their teaching, instruction, or mentoring. Emergent trends in education and psychology circles, such as linking self-regulated learning assessment and interventions as well as the use of technology to enhance student learning and self-regulation, are additional themes addressed in the book. The kaleidoscope of self-regulation issues addressed in this book along with the wide range of promising intervention applications should also prove to be particularly appealing to graduate students as they pursue their future research activities and seek to optimize their individual growth and development. This tutorial volume includes the revised and extended tutorials (briefings) held at the 5th International Summer School on Grand Timely Topics in Software Engineering, GTTSE 2015, in Braga, Portugal, in August 2015. GTTSE 2015 applied a broader scope to include additional areas of software analysis, empirical research, modularity, and product lines. The tutorials/briefings cover probabilistic program analysis, ontologies in software engineering, empirical evaluation of programming and programming languages, model synchronization management of software product families, "people analytics" in software development, DSLs in robotics, structured program generation techniques, advanced aspects of software refactoring, and name binding in language implementation.

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