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This survey provides a brief and selective overview of research in the philosophy of mathematics education. It asks what makes up the philosophy of mathematics education, what it means, what questions it asks and answers, and what is its overall importance and use? It provides overviews of critical mathematics education, and the most relevant modern movements in the philosophy of mathematics. A case study is provided of an emerging research tradition in one country. This is the Hermeneutic strand of research in the philosophy of mathematics education in Brazil. This illustrates one orientation towards research inquiry in the philosophy of mathematics education. It is part of a broader practice of ‘philosophical archaeology’: the uncovering of hidden assumptions and buried

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ideologies within the concepts and methods of research and practice in mathematics education. An extensive bibliography is also included.

Martin Gardner wrote the Mathematical Games column for Scientific American for twenty-five years and published more than seventy books on topics as diverse as magic, religion, and Alice in Wonderland. Gardner's illuminating autobiography is a candid self-portrait by the man evolutionary theorist Stephen Jay Gould called our "single brightest beacon" for the defense of rationality and good science against mysticism and anti-intellectualism. Gardner takes readers from his childhood in Oklahoma to his varied and wide-ranging professional pursuits. He shares colorful anecdotes about the many fascinating people he met and mentored, and voices strong opinions on the subjects that matter to him most, from his love of mathematics to his uncompromising stance against pseudoscience. For Gardner, our mathematically structured universe is undiluted hocus-pocus—a marvelous enigma, in other words. Undiluted Hocus-Pocus offers a rare, intimate look at Gardner's life and work, and the experiences that shaped both.

Primary maths is stereotypically loved by a few hairy oddballs, tolerated by most sane primary practitioners; loathed by many. With the right approach, however; the right mindset and sense of the impossible being achievable, maths can be moulded into the diamond in the rough of the primary curriculum. Enter Nick Tiley-Nunn: Britain's most imaginative, most exciting primary maths specialist. Over years of practice he has generated ideas about the teaching of maths that are so distinct, so far out and so utterly brilliant that any primary teacher struggling to grasp the nettle of teaching long division will emerge from communing with his ideas not just with some clichéd sense that 'maths can be fun', but

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that it can be brilliant, life-enhancing and truly hilarious. This book presents ideas for primary maths teaching so wildly creative and so full of the joy of life that any classroom of kids will be grateful you read it.

This book constitutes the refereed conference proceedings of the 18th International Conference on Principles and Practice of Constraint Programming (CP 2013), held in Uppsala, Sweden, in September 2013. The 61 revised papers presented together with 3 invited talks were carefully selected from 138 submissions. The scope of the conference is on all aspects of computing with constraints, including: theory, algorithms, environments, languages, models and systems, applications such as decision making, resource allocation, and agreement technologies.

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Education in West Africa is a comprehensive critical reference guide to education in the region. Written by regional experts, the book explores the education systems of Benin, Burkina Faso, Cameroon, Cape Verde, Chad, The Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone and Togo. It critically examines the development of education provision in each country, whilst exploring both local and global contexts. Including a comparative

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introduction to the issues facing education in the region as a whole, this handbook is an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

Educational Psychology, Second Edition offers a comprehensive overview of how key advances in social, developmental and cognitive psychology impact upon the role of educational psychologists working today. Written by leading researchers, the book also explores controversies and dilemmas in both research and practice, providing students with a balanced and cutting-edge introduction to both the field and the profession. Fully revised throughout, the new edition is written to encourage students to integrate their understanding of core psychological disciplines, as well as to consider what 'evidence-based practice' really means. Organized into two broad sections related to learning and behaviour, the book features a selection of vignettes from educational psychologists working in a range of contexts, as well as tasks and scenarios to support a problem-orientated approach to study. By integrating both research and everyday practice, the book is unique in engaging a critical appreciation of both the possibilities and limitations of educational psychology. It is the ideal book for any student wishing to engage with this important and evolving field of study.

The highly-respected book of reference of sought-after Independent Schools in membership of the Independent Schools Council's Associations: HMC, GSA, The Society of Heads, IAPS, ISA and COBIS.

Introductory Statistics is designed for the one-semester, introduction to statistics course and is geared toward students majoring in fields other than math or engineering. This text assumes students have been

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exposed to intermediate algebra, and it focuses on the applications of statistical knowledge rather than the theory behind it. The foundation of this textbook is Collaborative Statistics, by Barbara Illowsky and Susan Dean. Additional topics, examples, and ample opportunities for practice have been added to each chapter. The development choices for this textbook were made with the guidance of many faculty members who are deeply involved in teaching this course. These choices led to innovations in art, terminology, and practical applications, all with a goal of increasing relevance and accessibility for students. We strove to make the discipline meaningful, so that students can draw from it a working knowledge that will enrich their future studies and help them make sense of the world around them.

Coverage and Scope Chapter 1 Sampling and Data Chapter 2 Descriptive Statistics Chapter 3 Probability Topics Chapter 4 Discrete Random Variables Chapter 5 Continuous Random Variables Chapter 6 The Normal Distribution Chapter 7 The Central Limit Theorem Chapter 8 Confidence Intervals Chapter 9 Hypothesis Testing with One Sample Chapter 10 Hypothesis Testing with Two Samples Chapter 11 The Chi-Square Distribution Chapter 12 Linear Regression and Correlation Chapter 13 F Distribution and One-Way ANOVA

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