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Provides strategies and tips for increasing scores on each section of the exam, features subject-specific review, and offers a diagnostic practice test to pinpoint strengths and

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weaknesses.

The convergence of smartphones, GPS, the Internet, and social networks has given rise to a playful, educational, and social media known as location-based and hybrid reality games. The essays in this book investigate this new phenomenon and provide a broad overview of the emerging field of location-aware mobile games, highlighting critical, social scientific, and design approaches to these types of games, and drawing attention to the social and

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cultural implications of mobile technologies in contemporary society. With a comprehensive approach that includes theory, design, and education, this edited volume is one of the first scholarly works to engage the emerging area of multi-user location-based mobile games and hybrid reality games. It is appropriate for undergraduate and graduate courses covering mobile phone or gaming culture, media history and educational technology, as well as researchers and the general public.

THE REAL WORLD OF
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TECHNOLOGY EDUCATION In this Preface, I would like to focus on what I mean by “education” and speak about the models and metaphors that are used when people talk, write, and act in the domain of education. We need to look at the assumptions and processes that the models and metaphors implicitly and explicitly contain. I feel we should explore whether there is a specific thrust to mathematics education in the here and now, and be very practical about it. For me education is the enhancement of knowledge and understanding, and there is a strong and unbreakable

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link between the two. There seems to be the point in acquiring knowledge without understanding its meaning. Nor is it enough to gain a deep understanding of problems without gaining the appropriate knowledge to work for their solution. Thus knowledge and understanding are each necessary conditions for the process of education, but only when they are linked will the process bear fruit. Only in the balanced interplay of knowledge and understanding can we expect to achieve genuine education.

This book constitutes the

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refereed proceedings of the 15th International Conference on Artificial Intelligence in Education, AIED 2011, held in Auckland, New Zealand in June/July 2011. The 49 revised full papers presented together with three invited talks and extended abstracts of poster presentations, young researchers contributions and interactive systems reports and workshop reports were carefully reviewed and selected from a total of 193 submissions. The papers report on technical advances in and cross-fertilization of approaches and ideas from the many topical areas that make up this highly

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interdisciplinary field of research and development including artificial intelligence, agent technology, computer science, cognitive and learning sciences, education, educational technology, game design, psychology, philosophy, sociology, anthropology and linguistics.

In ancient Greece, young Pythagoras discovers a special number pattern (the Pythagorean theorem) and uses it to solve problems involving right triangles.

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Now is a time of great interest in mathematics education. Student performance, curriculum, and teacher education are the subjects of much scrutiny and debate. Studies on the mathematical knowledge of prospective and practicing U. S. teachers suggest ways to improve their mathematical educations. It is often assumed that because the topics covered in K-12 mathematics are so basic, they should be easy to teach. However, research in mathematics education has shown that to teach well, substantial mathematical understanding is necessary--even to teach

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whole-number arithmetic. Prospective teachers need a solid understanding of mathematics so that they can teach it as a coherent, reasoned activity and communicate its elegance and power. This volume gathers and reports current thinking on curriculum and policy issues affecting the mathematical education of teachers. It considers two general themes: (1) the intellectual substance in school mathematics; and (2) the special nature of the mathematical knowledge needed for teaching. The underlying study was funded by a grant from the U.S. Department of Education. The

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mathematical knowledge needed for teaching is quite different from that required by students pursuing other mathematics-related professions. Material here is geared toward stimulating efforts on individual campuses to improve programs for prospective teachers. This report contains general recommendations for all grades and extensive discussions of the specific mathematical knowledge required for teaching elementary, middle, and high-school grades, respectively. It is also designed to marshal efforts in the mathematical sciences community to back important

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national initiatives to improve mathematics education and to expand professional development opportunities. The book will be an important resource for mathematics faculty and other parties involved in the mathematical education of teachers.

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