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"TRB's Transportation Research Record: Journal of the Transportation Research Board, No. 2360 contains 10 papers that study holistic approaches to maintenance and preservation of transportation infrastructure; guidelines for thermographic inspection of concrete bridge components in shaded conditions; bridge preservation by action type; fatigue testing and structural health monitoring of retrofitted web stiffeners on steel highway bridges; and, vulnerability of bridges exposed to scour. This issue also examines performance measures for bridge preservation; risk modeling of advanced deterioration in bridge management systems; modeling hurricane hazards and damage on Florida bridges; developing bridge management components that facilitate decision making; and, a method to assess bonding characteristics of membrane layers in wearing course on orthotropic steel bridge decks."--Pub. online blurb.

Wow! This is a powerful book that addresses a long-standing elephant in the mathematics room. Many people learning math ask ``Why is math so hard for me while everyone else understands it?'' and ``Am I good enough to succeed in math?'' In answering these questions the book shares personal stories from many now-accomplished mathematicians affirming that ``You are not alone; math is hard for everyone'' and ``Yes; you are good enough.'' Along the way the book addresses other issues such as biases and prejudices that mathematicians encounter, and it provides inspiration and emotional support for mathematicians ranging from the experienced professor to the struggling mathematics student. --Michael Dorff, MAA President This book is a remarkable collection of personal reflections on what it means to be, and to become, a mathematician. Each story reveals a unique and refreshing understanding of the barriers erected by our cultural focus on ``math is hard.'' Indeed, mathematics is hard, and so are many other things--as Stephen Kennedy points out in his cogent introduction. This collection of essays offers inspiration to students of mathematics and to mathematicians at every career stage. --Jill Pipher, AMS President This book is published in cooperation with the Mathematical Association of America.

About the Book: Prepare for Microsoft Exam 70-743--and demonstrate that your skills are upgraded for Windows Server 2016. Designed for experienced IT pros ready to advance their status, this Exam Ref focuses on the critical-thinking and decision-making acumen needed for success at the MCSA level. Focus on the skills measured on the exam: • Install Windows servers in host and compute environments • Implement storage solutions • Implement Hyper-V • Implement Windows containers • Implement high availability • Implement Domain Name System (DNS) • Implement IP Address Management (IPAM) • Implement network connectivity and remote access solutions • Implement an advanced network infrastructure • Install and configure Active Directory Domain Services (AD DS) • Implement identity federation and access solutions This Microsoft Exam Ref: • Organizes its coverage by the "Skills measured" posted on the exam webpage • Features strategic, what-if scenarios to challenge you • Points to in-depth material by topic for exam candidates needing additional review • Assumes you are an IT pro looking to validate your skills in and knowledge of installing and configuring Windows Server 2016

Teaching Mathematics is nothing less than a mathematical manifesto. Arising in response to a limited National Curriculum, and engaged with secondary schooling for those aged 11- 14 (Key Stage 3) in particular, this handbook for teachers will help them broaden and enrich their students' mathematical education. It avoids specifying how to teach, and focuses instead on the central principles and concepts that need to be borne in mind by all teachers and textbook authors--but which are little appreciated in the UK at present.This study is aimed at anyone who would like to think more deeply about the discipline of 'elementary mathematics', in England and Wales and anywhere else. By analysing and supplementing the current curriculum, Teaching Mathematics provides food for thought for all those involved in school mathematics, whether as aspiring teachers or as experienced professionals. It challenges us all to reflect upon what it is that makes secondary school mathematics educationally, culturally, and socially important.

This World Bank report is a rich compilation of information on teaching learning materials (TLM) in Africa based on the extensive and multi-faceted experience of the author's work in the education sector in Africa. The study examines a wide range of issues around TLM provision including curriculum, literacy and numeracy, language of instruction policy, procurement and distribution challenges, TLM development and production and their availability, management and usage in schools. It also looks at the role of information and communication technology (ICT) based TLMs and their availability. The study recognizes that improved TLM system management is a critical component in achieving affordable and sustainable TLM provision for all students. This study, which draws from more than 40 Anglophone, Francophone, Lusophone, and Arabic-speaking countries will be particularly useful for policymakers, development partners, and other stakeholders attempting to understand the wide range of issues surrounding the complexity of textbook provision in Sub Saharan Africa.

This work offers comprehensive coverage of the staling process that occurs upon ageing in baked goods. It covers in detail the technologies for maintaining freshness, including the use of crumb softeners, enzymes, packaging and preservatives, and models the theory of staling on the basis of molecular configuration. The work presents current methods for determining the degree of staling by instrumental and organoleptic testing, addresses regulatory and labelling requirements for antistaling ingredients, and more.

The Practice Standard for Project Risk Management covers risk management as it is applied to single projects only. It does not cover risk in programs or portfolios. This practice standard is consistent with the PMBOK® Guide and is aligned with other PMI practice standards. Different projects, organizations and situations require a variety of approaches to risk management and there are several specific ways to conduct risk management that are in agreement with principles of Project Risk Management as presented in this practice standard.

Exam Board: AQALevel: GCSE 9-1Subject: BiologyFirst Teaching: September 2016, First Exams: June 2018 This Collins AQA Biology GCSE 9-1 Workbook contains topic-based questions as well as a full practice paper and answers. With lots of realistic practice opportunities for a variety of different exam-style questions. With a workbook and practice exam paper in one book, it contains plenty of practice opportunities to ensure the best results. Includes:* selection of questions covering each topic* topic-by-topic practice* complete exam-style paper

20 years ago, from July 8 to 20, 1990, 60 researchers gathered for two weeks at Castillo-Palacio Magalia in Las Navas del Marques (Avila Province, Spain) to discuss cognitive and linguistic aspects of geographic space. This meeting was the start of successful research on cognitive issues in geographic information science, produced an edited book (D. M. Mark and A. U. Frank, Eds., 1991, Cognitive and Linguistic Aspects of Geographic Space. NATO ASI Series D: Behavioural and Social Sciences 63. Kluwer, Dordrecht/Boston/London), and led to a biannual conference (COSIT), a refereed journal (Spatial Cognition and Computation), and a substantial and still growing research community. It appeared worthwhile to assess the achievements and to reconsider the research challenges twenty years later. What has changed in the age of computational ontologies and cyber-infrastructures? Consider that 1990 the web was only about to emerge and the very first laptops had just appeared! The 2010 meeting brought together many of the original participants, but was also open to others, and invited contributions from all who are researching these topics. Early-career scientists, engineers, and humanists working at the intersection of cognitive science and geographic information science were invited to help with the re-assessment of research needs and approaches. The meeting was very successful and compared the research agenda laid out in the 1990 book with achievements over the past twenty years and then turned to the future: What are the challenges today? What are worthwhile goals for basic research? What can be achieved in the next 20 years? What are the lessons learned? This edited book will assess the current state of the field through chapters by participants in the 1990 and 2010 meetings and will also document an interdisciplinary research agenda for the future.

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