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Inspiring Primary Learners offers trainee and qualified teachers high-quality case studies of outstanding practice in contemporary classrooms across the country. Expert authors unravel and reveal the theory and evidence that underpins lessons, helping you make connections with your own practice and understand what ' excellent ' looks like, within each context, and how it is achieved. Illustrated throughout with interviews, photos, and examples of children ' s work, it covers a range of primary subjects and key topics including creating displays, outdoor learning, and developing a reading for pleasure culture. The voice of the practitioner is evident throughout as teachers share their own experience, difficulties, and solutions to ensure that children are inspired by their learning. Written in two parts, the first exemplifies examples of practice for each National Curriculum subject, whilst the second focuses on the wider curriculum and explores issues pertinent to the primary classroom, highlighting important discussions on topics such as: Reading for pleasure Writing for pleasure Creating a dynamic and responsive curriculum Creating inspiring displays Outdoor learning Pedagogy for imagination Relationships and Sex Education This key text shows how, even within the contested space of education, practitioners can inspire their primary learners through teaching with passion and purpose for the empowerment of the children in their class. For all new teachers, it provides advice and ideas for effective and engaging learning experiences across the curriculum.

Intermediate First Year MATHS I A Test papers Issued by Board of Intermediate Education w.e.f 2013-2014.

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This volume constitutes the refereed post-conference proceedings of the International Conference on Theoretical Computer Science and Discrete Mathematics, held in Krishnankoil, India, in December 2016. The 57 revised full papers were carefully reviewed and selected from 210 submissions. The papers cover a broad range of topics such as line graphs and its generalizations, large graphs of given degree and diameter, graphoidal covers, adjacency spectrum, distance spectrum, b-coloring, separation dimension of graphs and hypergraphs, domination in graphs, graph labeling problems, subsequences of words and Parike matrices, lambda-design conjecture, graph algorithms and interference model for wireless sensor networks.

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Many in the mathematics community in the U.S. are involved in mathematics education in various capacities. This book highlights the breadth of the work in K-16 mathematics education done by members of US departments of mathematical sciences. It contains contributions by mathematicians and mathematics educators who do work in areas such as teacher education, quantitative literacy, informal education, writing and communication, social justice, outreach and mentoring, tactile learning, art and mathematics, ethnomathematics, scholarship of teaching and learning, and mathematics education research. Contributors describe their work, its impact, and how it is perceived and valued. In addition, there is a chapter, co-authored by two mathematicians who have become administrators, on the challenges of supporting, evaluating, and rewarding work in mathematics education in departments of mathematical sciences. This book is intended to inform the readership of the breadth of the work and to encourage discussion of its value in the mathematical community. The writing is expository, not technical, and should be accessible and informative to a diverse audience. The primary readership includes all those in departments of mathematical sciences in two or four year colleges and universities, and their administrators, as well as graduate students. Researchers in education may also find topics of interest. Other potential readers include those doing work in mathematics education in schools of education, and teachers of secondary or middle school mathematics as well as those involved in their professional development.

This book provides a collection of the latest advances in engineering education in the Middle East and North Africa (MENA) region and sheds insights for future development. It is one of the first books to address the lack of comprehensive literature on undergraduate engineering curricula, and stimulates intellectual and critical discourse on the next wave of engineering innovation and education in the MENA region. The authors look at recent innovations through the lens of four topics: learning and teaching, curriculum development, assessment and accreditation, and challenges and sustainability. They also include analyses of pedagogical innovations, models for transforming engineering education, and methods for using technological innovations to enhance active learning. Engineering education topics on issues such as construction, health and safety, urban design, and environmental engineering in the context of the MENA region are covered in further detail. The book concludes with practical recommendations for implementations in engineering education. This is an ideal book for engineering education academics, engineering curriculum developers and accreditation specialists, and deans and leaders in engineering education.

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Although the disciplines of architecture and structural engineering have both experienced their own historical development, their interaction has resulted in many fascinating and delightful structures. To take this interaction to a higher level, there is a need to stimulate the inventive and creative design of architectural structures and to persuade architects and structural engineers to further collaborate in this process, exploiting together new concepts, applications and challenges. This set of book of abstracts and full paper searchable CD-ROM presents selected papers presented at the 3rd International Conference on Structures and Architecture Conference (ICSA2016), organized by the School of Architecture of the University of Minho, Guimarães, Portugal (July 2016), to promote the synergy in the collaboration between the disciplines of architecture and structural engineering. The set addresses all major aspects of structures and architecture, including building envelopes, comprehension of complex forms, computer and experimental methods, concrete and masonry structures, educating architects and structural engineers, emerging technologies, glass structures, innovative architectural and structural design, lightweight and membrane structures, special structures, steel and composite structures, the borderline between architecture and structural engineering, the history of the relationship between architects and structural engineers, the tectonics of architectural solutions, the use of new materials, timber structures and more. The contributions on creative and scientific aspects of the conception and construction of structures, on advanced technologies and on complex architectural and structural applications represent a fine blend of scientific, technical and practical novelties in both fields. This set is intended for both researchers and practitioners, including architects, structural and construction engineers, builders and building consultants, constructors, material suppliers and product manufacturers, and other experts and professionals involved in the design and realization of architectural, structural and infrastructural projects.

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

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