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result of 15 years research and syntheses over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible

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learning. A major message is that what works best for students is similar to what works best for teachers - an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and



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AI, the Sixth Edition presents the fundamental concepts of the discipline first then goes into detail with the practical information necessary to implement the algorithms and strategies discussed. Readers learn how to use a number of different software tools and techniques to address the many challenges faced by today's computer scientists.

The second edition of a comprehensive state-of-the-art graduate level text on microeconomic methods, substantially revised and updated. The second edition of

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this acclaimed graduate text provides a unified treatment of two methods used in contemporary econometric research, cross section and data panel methods. By focusing on assumptions that can be given behavioral content, the book maintains an appropriate level of rigor while emphasizing intuitive thinking. The analysis covers both linear and nonlinear models, including models with dynamics and/or individual heterogeneity. In addition to general estimation frameworks (particular methods of moments and maximum likelihood), specific linear and nonlinear methods are covered in detail, including

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probit and logit models and their multivariate, Tobit models, models for count data, censored and missing data schemes, causal (or treatment) effects, and duration analysis. Econometric Analysis of Cross Section and Panel Data was the first graduate econometrics text to focus on microeconomic data structures, allowing assumptions to be separated into population and sampling assumptions. This second edition has been substantially updated and revised.

Improvements include a broader class of models for missing data problems; more detailed treatment of cluster problems, an

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important topic for empirical researchers; expanded discussion of "generalized instrumental variables" (GIV) estimation; new coverage (based on the author's own recent research) of inverse probability weighting; a more complete framework for estimating treatment effects with panel data, and a firmly established link between econometric approaches to nonlinear panel data and the "generalized estimating equation" literature popular in statistics and other fields. New attention is given to explaining when particular econometric methods can be applied; the goal is not only to tell readers

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what does work, but why certain "obvious" procedures do not. The numerous included exercises, both theoretical and computer-based, allow the reader to extend methods covered in the text and discover new insights.

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This edited book provides a global view on evolution education. It describes the state of evolution education in different countries that are representative of geographical regions around the globe such as Eastern

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Europe, Western Europe, North Africa, South Africa, North America, South America, Middle East, Far East, South East Asia, Australia, and New Zealand. Studies in evolution education literature can be divided into three main categories: (a) understanding the interrelationships among cognitive, affective, epistemological, and religious factors that are related to peoples' views about evolution, (b) designing, implementing, evaluating evolution education curriculum that reflects contemporary evolution understanding, and (c) reducing antievolutionary attitudes. This volume

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systematically summarizes the evolution education literature across these three categories for each country or geographical region. The individual chapters thus include common elements that facilitate a cross-cultural meta-analysis. Written for a primarily academic audience, this book provides a much-needed common background for future evolution education research across the globe.

\*THIS BOOK IS AVAILABLE AS OPEN ACCESS BOOK ON SPRINGERLINK\* This open access book is the product of ICMI Study 22 Task Design in



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Mathematics Education. The study offers a state-of-the-art summary of relevant research and goes beyond that to develop new insights and new areas of knowledge and study about task design. The authors represent a wide range of countries and cultures and are leading researchers, teachers and designers. In particular, the authors develop explicit understandings of the opportunities and difficulties involved in designing and implementing tasks and of the interfaces between the teaching, researching and designing roles - recognising that these might be undertaken by the same person or by

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completely separate teams. Tasks generate the activity through which learners meet mathematical concepts, ideas, strategies and learn to use and develop mathematical thinking and modes of enquiry. Teaching includes the selection, modification, design, sequencing, installation, observation and evaluation of tasks. The book illustrates how task design is core to effective teaching, whether the task is a complex, extended, investigation or a small part of a lesson; whether it is part of a curriculum system, such as a textbook, or promotes free standing activity; whether the task comes from

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published source or is devised by the teacher or the student.

Comprehensive treatment focuses on creation of efficient data structures and algorithms and selection or design of data structure best suited to specific problems. This edition uses Java as the programming language.

This practical text contains fairly "traditional" coverage of data structures with a clear and complete use of algorithm analysis, and some emphasis on file

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processing techniques as relevant to modern programmers. It fully integrates OO programming with these topics, as part of the detailed presentation of OO programming itself. Chapter topics include lists, stacks, and queues; binary and general trees; graphs; file processing and external sorting; searching; indexing; and limits to computation. For programmers who need a good reference on data structures.

A comprehensive treatment focusing on the creation of efficient data structures and algorithms, this text explains how to select

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or design the data structure best suited to specific problems. It uses C++ as the programming language and is suitable for second-year data structure courses and computer science courses in algorithmic analysis.

This volume highlights writing development and its relation to other cognitive domains, such as language and reading, for individuals who struggle to acquire writing proficiency, including those with specific learning disorders (SLD; e.g., dyslexia, dysgraphia, and specific language impairment) which

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affect writing skills (e.g., handwriting, composition). Writing and writing development are presented from a transnational perspective with an integrated focus on conceptualizing writing as a developmental process.

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