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(0580/0980) syllabus. It contains detailed explanations and clear worked examples, followed by practice exercises to allow students to consolidate the required mathematical skills. The coursebook offers opportunities for checking prior knowledge before starting a new chapter and testing knowledge with end-of-chapter and exam-practice exercises. Core and Extended materials are presented within the same book and are clearly signposted to allow students to see the range of mathematics required for study at this level. Answers are at the back of the book.

New 2017 Cambridge A Level Maths and Further Maths resources to help students with learning and revision. Written for the OCR AS/A Level Further Mathematics specification for first teaching from 2017, this print Student Book covers the Statistics content for AS and A Level. It balances accessible exposition with a wealth of worked examples, exercises and opportunities to test and consolidate learning, providing a clear and structured pathway for progressing through the course. It is underpinned by a strong pedagogical approach, with an emphasis on skills development and the synoptic nature of the course. Includes answers to aid independent study.

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This book presents chapters based on papers presented at the second POEM conference on early mathematics learning. These chapters broaden the discussion about mathematics education in early childhood, by exploring the debate about construction versus instruction. Specific sections investigate the teaching and learning of mathematical processes and mathematical content, early childhood teacher development, transitions for young children between home and preschool, between home and school and between preschool and school. The chapters use a range of innovative theoretical and methodological approaches which will form an interesting basis for future research in this area.

From early answer sheets filled in with number 2 pencils, to tests administered by mainframe computers, to assessments wholly constructed by computers, it is clear that technology is changing the field of educational and psychological measurement. The numerous and rapid advances have immediate impact on test creators, assessment professionals, and those who implement and analyze assessments. This comprehensive new volume brings together leading experts on the issues

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posed by technological applications in testing, with chapters on game-based assessment, testing with simulations, video assessment, computerized test development, large-scale test delivery, model choice, validity, and error issues. Including an overview of existing literature and ground-breaking research, each chapter considers the technological, practical, and ethical considerations of this rapidly-changing area. Ideal for researchers and professionals in testing and assessment, *Technology and Testing* provides a critical and in-depth look at one of the most pressing topics in educational testing today.

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

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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.

At a time when ICTs are proliferating various facets of society and human interactivity, optimizing the use of these tools and technologies not only enhances learning but also transforms learning experiences all together, resulting in an increase of effectiveness and quality of education around the globe. As such, teachers are being challenged to implement a wide range of tools, such as mobile learning and augmented reality, to create smarter learning environments inside and outside of the classroom. Cases on Smart Learning Environments explores the potential of SLE tools for enhanced learning outcomes as

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experienced by educators, learners, and administrators from various learning institutions around the world. This publication presents cases on the real-world implementation of SLEs in 11 countries that span the continents of Asia, Africa, Europe, and North and South America. Featuring coverage on a broad range of topics such as learner engagement, teacher training, and intelligent agent technology, this book is ideally designed for academicians, instructors, instructional designers, librarians, educational stakeholders, and curriculum developers.

With chapter sequencing following the new Curriculum, this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Mathematics teaching. Covering all of the areas of the new Curriculum for primary mathematics and offering insight into effective teaching, this book helps students connect what they need to teach with how it can be taught. Exploring opportunities in the new curriculum for creative and imaginative teaching, it shows readers how to capitalize on opportunities to develop children's reasoning and problem solving skills. It explores how to make links between mathematics and children's lived experiences to enhance their learning and enables trainees to develop an ability to plan with discernment,

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making the most of existing thinking and research as well as building confidence in adapting and customizing ideas. Includes the full National Curriculum Programme of Study for Maths, key stages 1 and 2 as a useful reference for trainee teachers. Other books in this series include: Primary Science for Trainee Teachers and Primary English for Trainee Teachers

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