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Engineering education in K-12 classrooms is a small but growing phenomenon that may have implications for engineering and also for the other STEM subjects--science, technology, and mathematics. Specifically, engineering education may improve student learning and achievement in science and mathematics, increase awareness of engineering and the work of engineers, boost youth interest in pursuing engineering as a career, and increase the technological literacy of all students. The teaching of STEM subjects in U.S. schools must be improved in order to retain U.S. competitiveness in the global economy and to develop a workforce with the knowledge and skills to address technical and technological issues. Engineering in K-12 Education reviews the scope and impact of engineering education today and makes several recommendations to address curriculum, policy, and funding issues. The book also analyzes a number of K-12 engineering curricula in depth and discusses what is known from the cognitive sciences about how children learn engineering-related concepts and skills. Engineering in K-12 Education will serve as a reference for science, technology, engineering, and math educators, policy makers, employers, and others concerned about the development of the country's technical workforce. The book will also prove useful to educational researchers, cognitive scientists, advocates for greater public understanding of engineering, and those working to boost technological and scientific literacy.

What types of instructional experiences help K-8 students learn science with understanding? What do science educators, teachers, teacher leaders, science specialists, professional development staff, curriculum designers, and school administrators need to know to create and support such experiences? Ready, Set, Science! guides the way with an account of the groundbreaking and comprehensive synthesis of research into teaching and learning science in kindergarten through eighth grade. Based on the recently released National Research Council report Taking Science to School: Learning and Teaching Science in Grades K-8, this book summarizes a rich body of findings from the learning sciences and builds detailed cases of science educators at work to make the implications of research clear, accessible, and stimulating for a broad range of science educators. Ready, Set, Science! is filled with classroom case studies that bring to life the research findings and help readers to replicate success. Most of these stories are based on real classroom experiences that illustrate the complexities that teachers grapple with every day. They show how teachers work to select and design rigorous and engaging instructional tasks, manage classrooms, orchestrate productive discussions with culturally and linguistically diverse groups of students, and help students make their

thinking visible using a variety of representational tools. This book will be an essential resource for science education practitioners and contains information that will be extremely useful to everyone – including parents – directly or indirectly involved in the teaching of science.

The mathematics curriculum – what mathematics is taught, to whom it is taught, and when it is taught – is the bedrock to understanding what mathematics students can, could, and should learn. Today's digital technology influences the mathematics curriculum in two quite different ways. One influence is on the delivery of mathematics through hardware such as desktops, laptops, and tablets. Another influence is on the doing of mathematics using software available on this hardware, but also available on the internet, calculators, or smart phones. These developments, rapidly increasing in their availability and decreasing in their cost, raise fundamental questions regarding a mathematics curriculum that has traditionally been focused on paper-and-pencil work and taught in many places as a set of rules to be practiced and learned. This volume presents the talks given at a conference held in 2014 at the University of Chicago, sponsored by the Center for the Study of Mathematics Curriculum. The speakers – experts from around the world and inside the USA – were asked to discuss one or more of the following topics: • changes in the nature and creation of curricular materials available to students • transformations in how students learn and how they demonstrate their learning • rethinking the role of the teacher and how students and teachers interact within a classroom and across distances from each other The result is a set of articles that are interesting and captivating, and challenge us to examine how the learning of mathematics can and should be affected by today's technology.

This text on complex variables is geared toward graduate students and undergraduates who have taken an introductory course in real analysis. It is a substantially revised and updated edition of the popular text by Robert B. Ash, offering a concise treatment that provides careful and complete explanations as well as numerous problems and solutions. An introduction presents basic definitions, covering topology of the plane, analytic functions, real-differentiability and the Cauchy-Riemann equations, and exponential and harmonic functions. Succeeding chapters examine the elementary theory and the general Cauchy theorem and its applications, including singularities, residue theory, the open mapping theorem for analytic functions, linear fractional transformations, conformal mapping, and analytic mappings of one disk to another. The Riemann mapping theorem receives a thorough treatment, along with factorization of analytic functions. As an application of many of the ideas and results appearing in earlier chapters, the text ends with a proof of the prime number theorem.

This new, revised edition covers all of the basic topics in calculus of several variables, including vectors, curves, functions of several variables, gradient, tangent plane, maxima and minima, potential functions, curve integrals, Green's theorem, multiple integrals, surface integrals, Stokes' theorem, and the inverse mapping theorem and its consequences. It includes many completely worked-out problems.

The study of the mapping class group $\text{Mod}(S)$ is a classical topic that is experiencing a renaissance. It lies at the juncture of geometry, topology, and group theory. This book explains as many important theorems, examples, and techniques as possible, quickly and directly, while at the same time giving full details and keeping the text nearly self-contained. The book is suitable for graduate students. A Primer on Mapping Class Groups begins by explaining the main group-theoretical properties of $\text{Mod}(S)$, from finite generation by Dehn twists and low-dimensional homology to the Dehn-Nielsen-Baer theorem. Along the way, central objects and tools are introduced, such as the Birman exact sequence, the complex of curves, the braid group, the symplectic representation, and the Torelli group. The book then introduces Teichmüller space and its geometry, and uses the action of $\text{Mod}(S)$ on it to prove the Nielsen-Thurston classification of surface homeomorphisms. Topics include the topology of the moduli space of Riemann surfaces, the connection with surface bundles, pseudo-Anosov theory, and Thurston's approach to the classification.

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