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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.

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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 Parikh 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.

The European experience suggests that the efforts made to achieve an efficient trade-off between monetary policy and prudential supervision ultimately failed. The severity of the global crisis have pushed central banks to explore innovative tools—within or beyond their statutory constraints—capable of restoring the smooth functioning of the financial cycle, including setting macroprudential policy instruments in the regulatory toolkit. But macroprudential and monetary policies, by sharing multiple transmission channels, may interact—and conflict—with each other. Such conflicts may represent not only an economic challenge in the pursuit of price and financial stability, but also a legal uncertainty characterizing the regulatory developments of the EU macroprudential and monetary frameworks. In analyzing the “legal interaction” between the two frameworks in the EU, this book seeks to provide evidence of the inconsistencies associated with the structural separation of macroprudential and monetary frameworks, shedding light upon the legal instruments that could reconcile any potential policy inconsistency.

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