

1. Record Nr.	UNINA990001314630403321
Autore	Lyubich, Yuri I.
Titolo	Mathematical structures in population genetic / Yuri I. Lyubich ; translated by D. Vulis and A. Karpov, edited by Ethan Akin
Pubbl/distr/stampa	Berlin [etc.] : Springer-Verlag, 1992
ISBN	0-387-53337-0
Descrizione fisica	ix, 373 p. : ill. ; 24 cm
Collana	Biomathematics ; 22
Disciplina	576.58
Locazione	MA1 SC1
Collocazione	C-42-(22 576.58-LYU-1
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910449681403321
Autore	Clemson David
Titolo	Mathematics in the early years // David Clemson and Wendy Clemson
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 1994
ISBN	1-299-47653-8 1-134-86454-X 1-280-56269-2 9786610562695 0-203-13367-6
Descrizione fisica	1 online resource (238 p.)
Collana	Teaching and learning in the first three years of school
Altri autori (Persone)	ClemsonWendy
Disciplina	372.7/049
Soggetti	Mathematics - Study and teaching (Primary) Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [213]-218) and indexes.
Nota di contenuto	Cover; Mathematics in the early years; Copyright; Contents; Illustrations; Editor's preface; Foreword; Acknowledgements; Part I. A context for mathematics; 1. How children learn; 2. Home and school; Part II. The subject mathematics; 3. What mathematics is; 4. The mathematics curriculum; 5. Mathematics and language; Part III. Managing mathematics; 6. School plans; 7. Mathematics in the classroom; Part IV. Mathematics in action; 8. Classroom episodes; Part V. Assessment, record keeping and evaluation; 9. Monitoring progress; 10. Modifying practice; Part VI. In-service education 11. Workshop ideasBibliography; Author index; Subject index
Sommario/riassunto	The Clemsons' clear and readable book takes the reader from debates about how children learn and what children know and can do when they start school; through to a discussion of how mathematics can be managed, assessed and evaluated in the school and classroom. Linking these two parts of the book is a section on the subject of mathematics itself, from which the non-specialist reader can gain a view of what mathematics is, what needs to be thought about in planning and offering a curriculum and the special dilemmas faced in teaching and learning mathematics as a subject. A bank of case studies

