

1. Record Nr.	UNINA9910480295203321
Titolo	Harmonic analysis and partial differential equations : 9th International Conference on Harmonic Analysis and Partial Differential Equations, June 11-15, 2012, El Escorial, Madrid, Spain / / Patricio Cifuentes [and nine others], editors
Pubbl/distr/stampa	Providence, Rhode Island : , : American Mathematical Society, , 2014 ©2014
ISBN	1-4704-1525-9
Descrizione fisica	1 online resource (190 p.)
Collana	Contemporary Mathematics, , 1098-3627 ; ; Volume 612
Disciplina	512.7/6
Soggetti	Harmonic analysis Differential equations, Partial 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.
Nota di contenuto	<p>""Introduction""; ""Aspects of multilinear harmonic analysis related to transversality""; ""1. Introduction""; ""2. The linear restriction theory for the Fourier transform""; ""3. The bilinear restriction theory: the emergence of transversality""; ""4. Multilinear transversality and the multilinear restriction theory""; ""5. Transversal multilinear harmonic analysis: a bigger picture""; ""References""; ""Multi-frequency CalderA<sup>3</sup>n-Zygmund analysis and connexion to Bochner-Riesz multipliers""; ""1. Notations and preliminaries""</p> <p>""2. Unweighted estimates for multi-frequency CalderA<sup>3</sup>n-Zygmund operators""</p> <p>""3. Weighted estimates for multi-frequency CalderA<sup>3</sup>n-Zygmund operators""; ""4. Connexion to Bochner-Riesz multipliers""; ""References""; ""Sharp Bounds for -Haar Multipliers on A<sup>2</sup>""; ""1. Introduction""; ""2. Preliminaries""; ""3. Main tools""; ""4. Haar Multipliers""; ""5. Appendix""; ""References""; ""Spectra of Frame Operators with Prescribed Frame Norms""; ""1. Introduction""; ""2. Background results about Schur-Horn type theorems""; ""3. Spectral set""; ""References""</p> <p>""Regularity criteria for Hall-magnetohydrodynamics and the space-time Monopole equation in Lorenz gauge""</p> <p>""1. Introduction""; ""2. Proof</p>

of Theorem 1.1""; ""3. Proof of Theorem 1.3""; ""4. Proof of Theorem 1.7""; ""Acknowledgments""; ""References""; ""The  $a_2$ ? theorem: Remarks and complements""; ""1. Introduction""; ""2. Detailed outline of the lower-left route""; ""3. Proof of Lerner's formula""; ""4. Sharpness of the weak (1,1) estimate""; ""5. A direct verification of the testing conditions""; ""6. The two-weight 1 theorem for positive operators""; ""References""  
""4. The Dirichlet problem with data in higher order Sobolev spaces""""  
5. Examples of boundary problems of mathematical physics"";  
""References""; ""Perturbations of elliptic operators in chord arc domains""; ""1. Introduction""; ""2. Preliminaries""; ""3. Main Result"";  
""References""; ""Cauchy non-integral formulas""; ""1. Introduction"";  
""2. Carleson estimates of operators""; ""3. Proof of the Cauchy formula""; ""4. Applications to the Neumann and Dirichlet problem"";  
""References""

2. Record Nr.	UNINA9910299522703321
Titolo	Transforming Assessment : Through an Interplay Between Practice, Research and Policy / / edited by Jens Dolin, Robert Evans
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2018
ISBN	9783319632483 3319632485
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (XX, 295 p. 35 illus.)
Collana	Contributions from Science Education Research, , 2213-3631 ; ; 4
Disciplina	370.94
Soggetti	Science - Study and teaching Educational tests and measurements Learning, Psychology of Education - Research Mathematics - Study and teaching Science Education Assessment and Testing Instructional Psychology Research Methods in Education Mathematics Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa

**Livello bibliografico****Monografia****Nota di bibliografia**

Includes bibliographical references at the end of each chapters and index.

**Nota di contenuto**

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**Sommario/riassunto**

This book reports the results of a research project that investigated assessment methods aimed at supporting and improving inquiry-based approaches in European science, technology and mathematics (STM) education. The findings were used to influence policy makers with guidelines for ensuring that assessment enhances learning. The book provides insights about: - The concept of competence within the STM domains and its relevance for education - The conceptualisation and teaching of four key competences: scientific inquiry, mathematical problem-solving, design processes, and innovation. - Fundamental aspects of the two main purposes of assessment, formative and summative, the relations between the two purposes and ways of linking them. - The main challenges related to the uptake of formative assessment in daily teaching-learning practices in STM and specifically, the usability of formative on-the-fly dialogue, structured assessment dialogue, peerassessment and written teacher feedback. - The systemic support measures and tools teachers need in order to integrate formative assessment of student learning into their classroom practices and how it can conflict with summative assessment practices. - How research-based strategies for the formative use of assessment can be adapted to various European educational traditions to ensure their effective use and avoid undesirable consequences. - How relevant stakeholders can be invited to take co-ownership of research results

and how a productive partnership between researchers, policy makers, and teachers can be established. - Concrete research vistas that are still needed in international assessment research.

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