

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 CalderA³n-Zygmund analysis and connexion to Bochner-Riesz multipliers""; ""1. Notations and preliminaries""</p> <p>""2. Unweighted estimates for multi-frequency CalderA³n-Zygmund operators""""3. Weighted estimates for multi-frequency CalderA³n-Zygmund operators""; ""4. Connexion to Bochner-Riesz multipliers""; ""References""; ""Sharp Bounds for -Haar Multipliers on A²""; ""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""""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?? 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	<p>Introduction -- Section I Background -- Chapter 1. The concept of competence and its relevance for science, technology and mathematics education, Mathias Ropohl, Jan Alexis Nielsen, Christopher Olley, Silke Rönnebeck, Kay Stables -- Chapter 2. The teaching and assessment of inquiry competences, Silke Rönnebeck, Jan Alexis Nielsen, Christopher Olley, Mathias Ropohl, Kay Stables -- Chapter 3. Exploring relations between formative and summative assessment, Jens Dolin, Paul Black, Wynne Harlen, Andrée Tiberghien -- Section II Practice -- Chapter 4. Assessment-on-the-fly: promoting and collecting evidence of learning through dialogue, Christine Harrison, C. P. Constantinou, Catarina F. Correia, Michel Grangeat, Markus Häikiöniemi, Michalis Livitzis, Pasi Nieminen, Nikos Papadouris, Elie Rached, Natasha Serret, Andrée Tiberghien, Jouni Viiri -- Chapter 5. The structured assessment dialogue, Jens Dolin, Jesper Bruun, Sanne Schnell Nielsen, Sofie Birch Jensen, Pasi Nieminen -- Chapter 6. Students' perspectives on Peer Assessment, Florence Le Hebel, Costas Constantinou, , Regula Grob, Monika Holmeier, Alena Hospesova, Pascale Montpied, Marianne Moulin, Jan Petr, Lukas Rokos, Iva Stuchlikova, Andrée Tiberghien, Olia Tsivitanidou, Iva Zlabkova -- Chapter 7. Teacher written feedback, Monika Holmeier, Regula Grob, Jan Alexis Nielsen, Mathias Ropohl, Silke Rönnebeck -- Section III General Reflections -- Chapter 8. European Educational Systems and Assessment Practice, Robert Evans, David Cross, Michel Grangeat, Lima Laurent, Nakhili Nadia, Elie Rached, Mathias Ropohl, Silke Rönnebeck -- Chapter 9. Teacher Perspectives about using formative assessment, Robert Evans, Rose Clesham, Jens Dolin, Alena Hošpesová, Sofie Birch Jensen, Jan Alexis Nielsen, Iva Stuchlíková, Sofie Tidemand, Iva Žlábková -- Chapter 10. Policy aspects – how to change practice and in what direction, Jens Dolin, Jesper Bruun, Costas Constantinou, Justin Dillon, Doris Jorde, Peter Labudde -- Chapter 11. Transforming Assessment Research: Recommendations for future research, Jan Alexis Nielsen, Jens Dolin, Sofie Tidemand.</p>
Sommario/riassunto	<p>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</p>

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.
