

1. Record Nr.	UNINA9910452495103321
Autore	Paris R. B.
Titolo	Hadamard Expansions and Hyperasymptotic Evaluation : an Extension of the Method of Steepest Descents / / R.B. Paris [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2011
ISBN	1-139-88724-6 1-107-08985-9 1-107-10172-7 1-107-10416-5 0-511-75362-4 1-107-09613-8 1-107-09306-6
Descrizione fisica	1 online resource (viii, 243 pages) : digital, PDF file(s)
Collana	Encyclopedia of mathematics and its applications ; ; volume 141
Disciplina	515/.45
Soggetti	Integral equations - Asymptotic theory Asymptotic expansions
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references (p. 235-240) and index.
Nota di contenuto	Preface; 1. Asymptotics of Laplace-type integrals; 2. Hadamard expansion of Laplace integrals; 3. Hadamard expansion of Laplace-type integrals; 4. Applications.
Sommario/riassunto	The author describes the recently developed theory of Hadamard expansions applied to the high-precision (hyperasymptotic) evaluation of Laplace and Laplace-type integrals. This brand new method builds on the well-known asymptotic method of steepest descents, of which the opening chapter gives a detailed account illustrated by a series of examples of increasing complexity. A discussion of uniformity problems associated with various coalescence phenomena, the Stokes phenomenon and hyperasymptotics of Laplace-type integrals follows. The remaining chapters deal with the Hadamard expansion of Laplace integrals, with and without saddle points. Problems of different types of saddle coalescence are also discussed. The text is illustrated with many numerical examples, which help the reader to understand the level of accuracy achievable. The author also considers applications to some

important special functions. This book is ideal for graduate students and researchers working in asymptotics.

2. Record Nr.	UNINA9910416094703321
Titolo	Teaching Literacy in the Twenty-First Century Classroom : Teacher Knowledge, Self-Efficacy, and Minding the Gap // edited by Tiffany L. Gallagher, Katia Ciampa
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2020
ISBN	9783030478216 3030478211
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (297 pages)
Disciplina	302.2244 370
Soggetti	Teachers - Training of Literacy Educational psychology Language and languages - Study and teaching Teaching and Teacher Education Educational Psychology Language Teaching and Learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	1. Introduction -- 2. Self-efficacy practices that impact effective reading instruction for young learners -- 3. Do teacher candidates in English-speaking countries understand the structure of the English language?- 4. Exploration of American general and special education teacher candidates' self-efficacy to teach reading and reading-related constructs -- 5. Exploring teacher candidates' self efficacy for literacy instruction in the 21st century -- 6. Teaching beyond a print mindset: Applying multimodal pedagogies within literacy teacher education -- 7. The role of critical narratives in broadening teacher candidates' literacy

beliefs around ELA teaching practice -- 8. Transforming literacy instruction in second language contexts: The impact of graduate education in Colombia -- 9. Are we minding the gap? Examining teacher self-efficacy as teachers transition from teacher candidates to full-time teaching -- 10. Utilizing relationships as resources: Social and emotional learning and self-efficacy -- 11. Building collective teacher efficacy through teacher collaboration -- 12. Teachers' collective and self-efficacy as reform agents: One teacher discusses her place in reforming literacy instruction -- 13. Concluding Thoughts.-.

Sommario/riassunto

This book discusses current issues in literacy teacher education and illuminates the complexity of supporting self-efficacious educators to teach language and literacy in the twenty-first century classroom. In three sections, chapter authors first detail how teacher education programs can be revamped to include content and methods to inspire self-efficacy in pre-service teachers, then reimagine how teacher candidates can be set up for success toward obtaining this. The final section encourages readers to ruminate on the interplay among teacher candidates as they transition into practice and work to have both self- and collective- efficacy.
