

1. Record Nr.	UNISA996385738703316
Autore	Bushell Thomas <1594-1674.>
Titolo	A just and true remonstrance of His Maiesties mines-royall in the principality of Wales [[electronic resource] /] / presented by Thomas Bushell, Esquire, farmer of the said mines-royall to His Majestie
Pubbl/distr/stampa	[London], : Printed at London by E.G., 1641
Descrizione fisica	36 p
Soggetti	Mines and mineral resources - Wales
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Reproduction of original in the British Library.
Sommario/riassunto	eebo-0018

2. Record Nr.	UNINA9910746981303321
Autore	Thomas Hoben
Titolo	Sex Differences in Reading and Math Test Scores of Children : A Heterodoxical Model // by Hoben Thomas
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2024
ISBN	9783031412721 3031412729
Edizione	[1st ed. 2024.]
Descrizione fisica	1 online resource (112 pages)
Collana	Monographs in the Psychology of Education, , 2662-7582
Classificazione	EDU009000EDU046000MED078000PSY004000PSY007000PSY039000
Disciplina	370.15
Soggetti	Educational psychology School psychology Social psychiatry Teachers - Training of Developmental psychology Public health Educational Psychology School Psychology Clinical Social Work Teaching and Teacher Education Developmental Psychology Public Health
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Math and Reading Inequalities: The Key to Understanding Sex Differences -- Chapter 2. Math and Reading Literature's Ubiquitous Inequalities -- Chapter 3. Method Difficulties and Varying Viewpoints -- Chapter 4. Math and Reading Genetical and Probability Models -- Chapter 5. Math and Reading Model Applications -- Chapter 6. Math and Reading Summaries, Clarifications, and Model Extensions.
Sommario/riassunto	This open access book examines why reading and math test scores for boys and girls have differed since the origins of testing in the United States. It details the pattern of differences that have remained largely unchanged for more than 100 years in the United States and worldwide.

The book explores why boys have modestly larger math test score means than girls, and why girls have far larger reading test score means than boys. Boys have larger test score variances for both tasks. The only data of focus—and thus the only data to be explained—are boys' and girls' test score sample means and variances. In addition, the book provides the only coherent theory of gender differences explaining math and reading test score means and variances obtained in observational settings. It develops the simple genetical idea framed within a finite probability mixture model; it provides parameter estimates and displays numerous estimated probability distributions associated with the selected accessible studies chosen for analysis; and it extends the theory and provides explanations for never understood puzzling features of test score data. The book requires no auxiliary sources, although some understanding of random variables and probability theory is required to follow the formalization. It contains all technical details, including the estimation procedure and an R code implementation. Key areas of coverage include: Extensive literature summary from a unique data inequalities perspective. Perspective that challenges existing viewpoints on sex differences, falsifying conventional perspectives. Illustrates probability modeling of psychological data. Illustrates the failure of conventional statistics to explain data and the need for modeling data. Sex Differences in Reading and Math Test Scores of Children is an invaluable resource for researchers, professors, and graduate students in educational psychology, teaching and teacher education, literacy / language teaching and learning, mathematics education, curriculum studies, developmental psychology, statistics, and all interrelated disciplines.

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