

1. Record Nr.	UNINA9910777613503321
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Titolo	Spatial evolutionary modeling [[electronic resource] /] / Roman Krzanowski, Jonathan Raper
Pubbl/distr/stampa	Oxford ; ; New York, : Oxford University Press, 2001
ISBN	0-19-756162-4 1-280-53096-0 0-19-803101-7 1-4294-0390-X
Descrizione fisica	1 online resource (265 p.)
Collana	Spatial information systems
Altri autori (Persone)	RaperJonathan
Disciplina	910.285 910/.285
Soggetti	Genetic algorithms Geographic information systems Mathematical models
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Previously issued in print: 2001.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Foreword; Contents; Contributors; Part I: Evolutionary Algorithms: An Introduction; 1 Concepts of Evolutionary Modeling and Evolutionary Algorithms; Part II: Spatial Evolutionary Modeling: Algorithms and Models; 2 Modeling Spatial Phenomena; Part III: Spatial Evolutionary Algorithms: Applications; 3 Beyond Data: Handling Spatial and Analytical Contexts with Genetics-Based Machine Learning; 4 A Genetic Algorithm to Design Optimal Patch Configurations Using Raster Data Structures; 5 Designing Genetic Algorithms to Solve GIS Problems; 6 Evolutionary Modeling of Routes: The Case of Road Design 7 Airspace Sectoring by Evolutionary ComputationIndex; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; Z
Sommario/riassunto	Evolutionary models (e.g genetic algorithms, artificial life) are emerging as an important new tool for geographic information systems for a number of reasons. First, they are highly appropriate for modelling geographic phenomena; second, geographical problems are often spatially separate (broken down into logical or regional problems), and evolutionary algorithms can exploit this structure; and finally, the

ability to store, manipulate, and visualise spatial data has increased to the point that space-time attribute databases can be easily handled. This book is proposed to serve as a guide to the evolutionary modelling of spatial phenomena.

2. Record Nr.	UNINA9910255108403321
Titolo	Life in Schools and Classrooms : Past, Present and Future // edited by Rupert Maclean
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2017
ISBN	981-10-3654-3
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XXIV, 690 p. 37 illus.)
Collana	Education in the Asia-Pacific Region: Issues, Concerns and Prospects, , 2214-9791 ; ; 38
Disciplina	370.9
Soggetti	International education Comparative education Educational tests and measurements Education - Curricula Teachers - Training of Early childhood education Education and state International and Comparative Education Assessment and Testing Curriculum Studies Teaching and Teacher Education Early Childhood Education Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Section 1 Introduction -- Chapter 1 Life in Schools and Classrooms: Past, Present and Future - An Overview -- Chapter 2 The Research and Writing of Professor Maurice Galton: His Contribution to the Field --

Section 2: Historical, International and Policy Perspectives -- Chapter 3 Social Learning Norwegian Classrooms and Schools - Educational Research in Perspective -- Chapter 4 How Research Messages get Sidetracked by Governments -- Chapter 5 The Development of Research on Small Class Teaching in China -- Chapter 6 Teacher Education and the University: The Global Reform Imperative -- Chapter 7 What type of Pedagogy is required in Schools and Classrooms to support Sustainable Green Growth? A Case Study of Hong Kong within the International Context -- Section 3 Looking in Classrooms: How have the Ways of Studying Classrooms Changed? -- Chapter 8 Systematic Observation: Changes and Continuities Over Time -- Chapter 9 Classroom Cultures and the Ethnographic Experience -- Chapter 10 Cultural Historical Theory and Pedagogy: The Influence of Vygotsky on the Field -- Section 4 Looking in Classrooms: Have Classrooms Changed? Some Key Issues of Debate -- Chapter 11 ORACLE to MAST: 40 Years of Observation Studies in UK Junior School Classrooms -- Chapter 12 Group Work in Primary Schools in Hong Kong -- Chapter 13 Classroom Creativities, Pedagogic Partnership and the Improvisatory Space of Creative Teaching and Learning -- Chapter 14 Primary Education in Small Rural Schools: Past, Present and Future -- Chapter 15 Life in Hong Kong International School Classrooms: A Case Study of Curricula Reform at the Primary School Level -- Section 5 Looking into Classrooms: Teaching in and for Different Cultural Contexts -- Chapter 16 The Predicament of Racial Harmony and National Unity in Malaysia: Evidence Accrued from Schools and Classroom Practices -- Chapter 17 Supporting Headteachers in a Developing Country -- Chapter 18 From Exclusion to Connection -- Chapter 19 If Student Engagement is the Objective the Engaged Teachers may be the Answer -- Chapter 20 Life in a Trilingual School: Perspective from Inner Mongolia -- Chapter 21 Understanding Traditional Classroom Culture and Student Behaviour: The Know-how of being a Foreign Teacher in Hong Kong -- Section 6 Changing Teaching: School Leadership and Teachers' Professional Development -- Chapter 22 Leadership for Learning: What Else could Leadership be for? -- Chapter 23 Linking Learning: Developing Cross-Sector Policies for Transition to School -- Chapter 24 Sustaining the Profession -- Section 7 Changing Teaching: School based Professional Development - Sustaining Communities of Practice -- Chapter 25 Developing Learning-Centred Classrooms and Schools -- Chapter 27 Effects of Professional Learning Community and Collective Teacher Efficacy on Teacher Involvement and Support as well as Student Motivation and Learning Strategies -- Section 8 Understanding Students and Pupils: Psychological and Social Aspects of Pupils and Young Persons' Development -- Chapter 28 Children and Young People's Wellbeing in the School Context -- Chapter 29 The Gender Agenda in the United Kingdom, 1975-2015: Searching for Balance in Policy and Practice -- Chapter 32 Building Social-Emotional Resilience in Schools -- Section 9 Understanding Students and Pupils: Assessing Student Learning -- Chapter 31 Embedding Formative Assessment in Classroom Practise -- Chapter 32 Paradigm Shift in Assessment for Learning: A Secondary Analysis of the International Civic and Citizenship Study (ICCS) 2009 -- Section 10 Understanding Students and Pupils: Coping with Childrens' Special Education Needs and Disabilities -- Chapter 33 Catering for Diversity: Including Learners with Different Abilities and Needs in Regular Classrooms -- Chapter 34 An American Special Education Teacher's Reflections -- Section 11 The Impact of Technology on Teachers and Students: New Technologies - New Relationships -- Chapter 35 E-learning Challenging 'Old' Pedagogy -- Chapter 36

Computers in Education: The Impact on Schools and Classrooms -- Chapter 37 Social Networks: Impact on Teaching and Learning in Schools and Classrooms -- Chapter 38 International Experiences with Integrating Interactive Whiteboards: Policy, Practice, Pedagogy and Professional Development -- Section 12 Summing Up: A Life in Schools and Classrooms in the 21st Century -- Chapter 39 Becoming Persons: A "Forward-to-Basics" View of Classroom Life -- Chapter 40 Life in Schools and Classrooms: A Personal Journey and Reflection.

Sommario/riassunto

This book discusses key aspects of life in schools and classrooms, and surveys the changes that have occurred over the years in educational research, policy making and practice in these school and classroom settings. It not only examines cutting-edge research in these areas, but also showcases good practices in the field. Among the topics reviewed are recent developments in assessment, methods for collecting and analysing data on classroom practice, school leadership and the pros and cons of class size and small-class teaching; topics which are currently hotly debated in education systems around the globe. As such, the book objectively examines the various debates, and surveys the full range of evidence available. Education researchers, policy makers and practitioners often hold differing views about the reasons for teacher and student behaviour in classrooms and, for example, its relevance to class size. Many of these views are based on 'gut feelings' rather than hard evidence. Unfortunately, these three groups, with differing perspectives, often 'talk past each other' rather than engage in a productive, mutually beneficial dialogue. The book builds an effective bridge between researchers, policy makers and practitioners regarding the impact of these various aspects of classroom life, so that the viewpoints of each can be carefully considered and evaluated.
