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Autore	Poitras Geoffrey <1954-, >
Titolo	Commodity risk management : theory and application / / Geoffrey Poitras
Pubbl/distr/stampa	New York : , : Routledge, , 2013
ISBN	0-203-10761-6 1-299-27925-2 1-136-26261-X
Descrizione fisica	1 online resource (789 p.)
Disciplina	332.64/4
Soggetti	Commodity exchanges Risk management Speculation 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 and index.
Nota di contenuto	pt. 1. Commodity risk basics -- pt. 2. Commodity risk management concepts -- pt. 3. Risk management applications.
Sommario/riassunto	Commodity Risk Management goes beyond just an introductory treatment of derivative securities, dealing with more advanced topics and approaching the subject matter from a unique perspective. At its core lies the concept that commodity risk management decisions require an in-depth understanding of speculative strategies, and vice versa. The book offers readers a unified treatment of important concepts and techniques that are useful in applying derivative securities in the management of risk in commodity markets. While some of these techniques are well known and fairly common, Poitras

2. Record Nr.	UNINA9910779276103321
Titolo	Reasoning, communication and connections in mathematics [[electronic resource]] : yearbook 2012 : Association of Mathematics Educators // editors, Berinderjeet Kaur, Toh Tin Lam
Pubbl/distr/stampa	Singapore, : World Scientific Pub. Co., 2012
ISBN	981-4405-43-4
Descrizione fisica	1 online resource (335 p.)
Altri autori (Persone)	KaurBerinderjeet <1955-> TohTin Lam
Disciplina	382.01/5195 510.07
Soggetti	Mathematics - Study and teaching Reasoning - Study and teaching Communication - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Nota di contenuto	Contents; Chapter 1 Reasoning, Communication and Connections in Mathematics: An Introduction Berinderjeet KAUR TOH Tin Lam; 1 Introduction; 2 Mathematical Tasks; 3 Classroom Discourse; 4 Connections Within and Beyond Mathematics; 4 Some Concluding Thoughts; References; Chapter 2 The Epistemic Framing of Mathematical Tasks in Secondary Three Mathematics Lessons in Singapore Ridzuan Abdul RAHIM David HOGAN Melvin CHAN; 1 Introduction; 2 Epistemic Framing 1: Knowledge Focus; 3 Epistemic Framing 2: Domain-Specific Knowledge Practices 4 Tying the Epistemic Knot: Structural Equation Models of Knowledge Focus and Knowledge Practices5 Conclusion; Acknowledgement; References; Chapter 3 Modifying Textbook Exercises to Incorporate Reasoning and Communication into the Primary Mathematics Classroom Denisse R. THOMPSON; 1 Introduction; 2 Reasoning and Communication as Essential Mathematical Processes; 3 Strategies for Modifying Textbook Exercises; 3.1 Reframe a basic problem by including one or more conditions; 3.2 Use relationships to find patterns or predict other results; 3.3 Generate conjectures for students to

investigate

3.4 Encourage students to solve a problem in multiple ways3.5 Evaluate student solutions; 3.6 Write a question appropriate for a given answer; 3.7 Connect procedural and conceptual knowledge; 4 Conclusion; References; Chapter 4 Some "What" Strategies that Advance Reasoning and Communication in Primary Mathematics Classrooms Berinderjeet KAUR; 1 Mathematical Tasks; 2 "What..." Strategies; 2.1 What number makes sense?; 2.2 "What's wrong?"; 2.3 "What if?"; 2.4 "What's the question if you know the answer?"; 3 A Primary One Mathematics Lesson; 3.1 Objectives of the tasks

3.2 How the tasks were enacted3.3 Teacher's self-evaluation of her lesson; 4 Conclusion; Acknowledgement; References; Chapter 5 Reasoning and Justification in the Secondary Mathematics Classroom Denisse R. THOMPSON; 1 Introduction; 2 Importance of the Textbook in Providing Opportunities for Reasoning; 3 Aspects of Reasoning to Incorporate into the Curriculum; 3.1 Finding counter examples; 3.2 Investigating conjectures; 3.3 Making conjectures; 3.4 Developing arguments; 3.5 Evaluating arguments; 3.6 Correcting mistakes in reasoning; 4 Including Reasoning in Assessment; 5 Conclusion; References

Chapter 6 LOGO Project-Based Mathematics Learning for Communication, Reasoning and Connection Hee-Chan LEW In-Ok JANG1 Introduction; 2 Characteristics of LOGO; 3 LOGO Project-Based Learning for the Elementary Students; 4 Some Results of the Pilot Lesson Study; 4.1 Planning and implementing strategies; Analogy; Generalization; Critical thinking; Progressive thinking; 4. 2 Debugging strategies; Visualization; Empirical inference; 5 Conclusion; References; Appendix A: Tasks Used in LOGO Project- Based Learning; Appendix B: One Final work of LOGO Project-Based Mathematics Learning Chapter 7 Reasoning, Communication and Connections in A-Level Mathematics TOH Tin Lam

Sommario/riassunto

This fourth volume in the series of yearbooks by the Association of Mathematics Educators in Singapore entitled Reasoning, Communication and Connections in Mathematics is unique in that it focuses on a single theme in mathematics education. The objective is to encourage teachers and researchers to advance reasoning, communication and connections in mathematics classrooms. Several renowned international researchers in the field have published their work in this volume. The fifteen chapters of the book illustrate evidence-based practices that school teachers and researchers can experiment with i
