

1. Record Nr.	UNISA996465482903316
Titolo	Machine Learning and Data Mining in Pattern Recognition [[electronic resource]] : 8th International Conference, MLDM 2012, Berlin, Germany, July 13-20, 2012, Proceedings / / edited by Petra Perner
Pubbl/distr/stampa	Berlin, Heidelberg : , : Springer Berlin Heidelberg : , : Imprint : Springer, , 2012
ISBN	3-642-31537-2
Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (XIII, 680 p. 210 illus.)
Collana	Lecture Notes in Artificial Intelligence ; ; 7376
Disciplina	006.3
Soggetti	Artificial intelligence Mathematical logic Database management Data mining Pattern recognition Optical data processing Artificial Intelligence Mathematical Logic and Formal Languages Database Management Data Mining and Knowledge Discovery Pattern Recognition Image Processing and Computer Vision
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	International conference proceedings.
Nota di bibliografia	Includes bibliographical references and author index.
Sommario/riassunto	This book constitutes the refereed proceedings of the 8th International Conference, MLDM 2012, held in Berlin, Germany in July 2012. The 51 revised full papers presented were carefully reviewed and selected from 212 submissions. The topics range from theoretical topics for classification, clustering, association rule and pattern mining to specific data mining methods for the different multimedia data types such as image mining, text mining, video mining and web mining.

2. Record Nr.	UNINA9910784445703321
Titolo	Gender differences in mathematics : an integrative psychological approach // edited by Ann M. Gallagher, James C. Kaufman [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2005
ISBN	1-107-13783-7 1-280-55036-8 0-511-22550-4 9786610550364 0-511-61444-6 0-511-22607-1 0-511-22416-8 0-511-29898-6 0-511-22483-4
Descrizione fisica	1 online resource (xvi, 351 pages) : digital, PDF file(s)
Disciplina	510/.8
Soggetti	Mathematical ability - Sex differences Mathematics - Study and teaching - Psychological aspects Sex differences in education
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 and indexes.
Nota di contenuto	Cover; Half-title; Title; Copyright; Dedication; Contents; Preface; Acknowledgement; Contributors; 1 Research on the Women and Mathematics Issue; 2 The Perseverative Search for Sex Differences in Mathematics Ability; 3 A Psychobiosocial Model; 4 Gender Differences in Math; 5 Cognitive Contributions to Sex Differences in Math Performance; 6 Spatial Ability as a Mediator of Gender Differences on Mathematics Tests; 7 Examining Gender-Related Differential Item Functioning Using Insights From Psychometric and Multicontext Theory; 8 The Gender-Gap Artifact; 9 "Math is hard!" (BarbieTM, 1994) 10 The Role of Ethnicity on the Gender Gap in Mathematics11 The Gender Gap in Mathematics; 12 "I can, but I don't want to"; 13 Gender

Effects on Mathematics Achievement; 14 Gender Differences in Mathematics Self-Efficacy Beliefs; 15 Gender Differences in Mathematics; Author Index; Subject Index

Sommario/riassunto

Females consistently score lower than males on standardized tests of mathematics - yet no such differences exist in the classroom. These differences are not trivial, nor are they insignificant. Test scores help determine entrance to college and graduate school and therefore, by extension, a person's job and future success. If females receive lower test scores then they also receive fewer opportunities. Why does this discrepancy exist? This book presents a series of papers that address these issues by integrating the latest research findings and theories. Authors such as Diane Halpern, Jacquelynne Eccles, Beth Casey, Ronald Nuttal, James Byrnes, and Frank Pajares tackle these questions from a variety of perspectives. Many different branches of psychology are represented, including cognitive, social, personality/self-oriented, and psychobiological. The editors then present an integrative chapter that discusses the ideas presented and other areas that the field should explore.
