1.

Record Nr.	UNINA9900004195950403321
Autore	Cernuda, Luis <1902-1963>
Titolo	Antología / Luis Cernuda ; edición de José María Capote
Pubbl/distr/stampa	Madrid, : Catedra, 1997
ISBN	84-376-0306-4
Edizione	[8. ed.]
Descrizione fisica	381 p. ; 18 cm
Collana	Letras hispánicas ; 144
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Collocazione	860.8 CLH 144
Lingua di pubblicazione	Spagnolo
Formato	Materiale a stampa
Livello bibliografico	Monografia

2.

Record Nr.	UNINA9910999791303321
Titolo	Mathematics and Education in an AI Era : Cognitive Science, Technological, and Semiotic Perspectives / / edited by Dragana Martinovic, Marcel Danesi
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2025
ISBN	3031806964 9783031806964 3031806956 9783031806957
Edizione	[First edition, 2025.]
Descrizione fisica	1 online resource
Collana	Mathematics in Mind, , 2522-5413
Disciplina	510.71
Soggetti	Mathematics - Study and teaching Mathematics Social sciences Mathematics Education Mathematics in the Humanities and Social Sciences
Lingua di pubblicazione	Inglese

Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Preface -- Introduction -- Ahead of the Curve, or Hehind? Teaching Students that Math Is a Start-Up -- AI and Mathematical Understanding: ChaptGPT Goes to School -- Computo, Ergo Sum: Teaching and Learning Mathematics in the Age of ChatGPT -- Math as a Cure: A Semiotic Perspective -- Reasoning, Argumentation and Mathematical Learning: How ChatGPT and AI Can Knowledge Build -- Mathematical Group Cognition in the Anthropocene -- Lewis Carroll's Puzzle-Based Approach to Teaching Mathematics: What Can We Learn from It Today? -- Teaching Symmetry and Asymmetry: A Cross-Disciplinary Approach -- Some Pedagogic Potential for the Theorem Prover Lean.
Sommario/riassunto	"This book focuses on the potential contributions of Artificial Intelligence (AI) for enhancing mathematics education. It includes rationales for an AI-oriented pedagogical model, such as interdisciplinarity and even sensitivity to crucial world issues, such as climate change. The chapters in this book highlight what the new age of mathematics education entails concretely, covering themes from the utilization of AI directly into classroom pedagogy and the semiotic consequences of what this entails, to how mathematics training can be tailored to get students to relate concretely to problems of climate change, and to understand the relevance of the differences between symmetry and asymmetry as psychological constructs. The overall picture we can glean from these chapters is not mere eclecticism, but an integration of disciplinary perspectives into a holistic framework that has great relevance and resonance for mathematics education in the age of AI." -- Publisher's description.