1. Record Nr. UNISA996385522803316

Autore	Gordon James <1541-1620.>
Titolo	A summary of controuersies [[electronic resource]] : Wherein are briefly treated the cheefe questions of diuinity, now a dayes in dispute betweene Catholikes & protestants: especially out of the holy Scripture. Written in Latin by the R. Father, Iames Gordon Huntley of Scotland, Doctour of Diuinity, of the Society of Iesus. And translated into English by I.L. of the same Society. The I. tome, deuided into two controuersies
Pubbl/distr/stampa	[Saint-Omer, : Printed at the English College Press] Permissu superiorum, M.DC.XVIII. [1618]
Edizione	[The second edition.]
Descrizione fisica	[8], 367, [1] p
Altri autori (Persone)	WrightWilliam <1563-1639.>
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	I.L. = William Wright. A collection of five previously-published translations of works by Huntley: "A treatise of the written word of God", "A treatise of the unwritten word of God, commonly called traditions", "A treatise concerning the properties and offices of the true Church of Christ", "A treatise concerning the ground of faith", and "A treatise concerning the Church". First published in Latin as "Controversiarum epitomes". No more published. A different work from STC 4572.5 and 26047. Reproduction of the original in the Union Theological Seminary (New York, N.Y.). Library.
Sommario/riassunto	eebo-0160

2. Record Nr. UNINA9910484210503321

Titolo	Beyond Shanghai and PISA : Cognitive and Non-cognitive Competencies of Chinese Students in Mathematics / / edited by Binyan Xu, Yan Zhu, Xiaoli Lu
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2021
ISBN	9783030681579 3030681572
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (374 pages)
Collana	Research in Mathematics Education, , 2570-4737
Disciplina	510.71051
Soggetti	Mathematics - Study and teaching Learning, Psychology of International education Comparative education Educational tests and measurements Mathematics Education Instructional Psychology International and Comparative Education Assessment and Testing
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1: From “Two Basics”, to “Four Basics” and to “Core Mathematics Competencies” in China Mainland -- Chapter 2: What Can PISA Tell us About Shanghai Students’ Performance in Mathematics? -- Chapter 3: Toward a Framework of Core Mathematics Competencies in China -- Chapter 4: Mathematical Problem Posing: Conceptual Development and Empirical Investigation -- Chapter 5: Mathematical Problem Solving: Conceptual Development and Empirical Investigation -- Chapter 6: Mathematical Reasoning: Conceptual Development and Empirical Investigation -- Chapter 7: Mathematical Representation: Conceptual Development and Empirical Investigation -- Chapter 8: Mathematical Modelling: Conceptual Development and Empirical Investigation -- Chapter 9: Mathematical Communication: Conceptual

Development and Empirical Investigation -- Chapter 10: Mathematical Disposition: Conceptual Development and Empirical Investigation -- Chapter 11: Anxiety in Mathematics Learning -- Chapter 12: Commentary 1 -- Chapter 13:Commentary 2 -- Chapter 14: Commentary 3 -- Chapter 15: Summary and Conclusion.

Sommario/riassunto

This book seeks to illustrate the research on mathematics competencies and disposition in China according to the conceptual development and empirical investigation perspective. Mathematics education in China has a distinguishing feature a focus of attention to mathematical competency. Paradoxically, there has not been an explicit, refined, and measurable evaluation system in place to assess mathematical competency in China. While academic achievement surveys or evaluations are common, these can only give an overall conclusion about mathematical thinking skills or problem solving abilities. In response to this deficiency, China is beginning to carry out national projects that emphasize defining both a conceptual framework on core competencies in school mathematics and developing a corresponding assessment framework. Thus, the main focus of this volume is the current investigations of different mathematics competencies and mathematical disposition of Chinese students, with the aim of promoting interaction between domestic and international student performance assessment, to provide a more comprehensive understanding of mathematics competencies and disposition in mainland China, and to stimulate innovative new directions in research. The primary audience of this volume is the large group of researchers interested in mathematics competencies, mathematics teaching and learning in China, or comparative studies, or the relation of the three. The book will also appeal to teaching trainers or instructors, as well as be an appropriate resource for graduate courses or seminars at either the master’s or doctoral level.