

1. Record Nr.	UNISA996423847703316
Titolo	Diversity Dimensions in Mathematics and Language Learning : Perspectives on Culture, Education and Multilingualism // ed. by Annemarie Fritz, Erkan Gürsoy, Moritz Herzog
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ISBN	3-11-066194-2
Descrizione fisica	1 online resource (XV, 417 p.)
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Soggetti	SCIENCE / General
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Frontmatter -- Foreword -- Introduction -- Acknowledgments -- Contents -- I Perspectives on mathematics and language of different disciplines -- The diversity of linguistic references to quantities across the world's cultures -- Language and mathematics: How children learn arithmetic through specifying their lexical concepts of natural numbers -- A neuropsychological perspective on the development of and the interrelation between numerical and language processing -- Culture and language: How do these influence arithmetic? -- Exploiting the epistemic role of multilingual resources in superdiverse mathematics classrooms: Design principles and insights into students' learning processes -- II Language learning and mathematics development -- Ties of math and language: A cognitive developmental perspective -- The relative importance of "parental talk" as a predictor of the diversity in mathematics learning in young children -- Number words, quantifiers, and arithmetic development with particular respect of zero -- III Multilingualism and mathematical learning -- Directionality of number space associations in Hebrew-speaking children: Evidence from number line estimation -- Exact number representations in first and second language -- Identifying math and reading difficulties of multilingual children: Effects of different cut-offs and reference groups -- IV Vision, hearing, and speech language impairments -- Numerical competencies in preschoolers with language difficulties --

Disentangling the relationship between mathematical learning disability and second-language acquisition -- Blindness and deafness: A window to study the visual and verbal basis of the number sense -- V Language as learning resource in school -- Reading and writing words and numbers: Similarities, differences, and implications -- The assessment of mathematics vocabulary in the elementary and middle school grades -- Language issues in mathematics word problems for English learners -- Fifth-grade students' production of mathematical word problems -- The influence of reading comprehension on solving mathematical word problems: A situation model approach -- Supporting teachers to scaffold students' language for mathematical learning -- About the editors -- List of authors

Sommario/riassunto

Extensive research is available on language acquisition and the acquisition of mathematical skills in early childhood. But more recently, research has turned to the question of the influence of specific language aspects on acquisition of mathematical skills. This anthology combines current findings and theories from various disciplines such as (neuro-)psychology, linguistics, didactics and anthropology. Wie hängen sprachliche und mathematische Entwicklung zusammen? Dieser Frage wird derzeit mit großem Interesse aus unterschiedlichen Perspektiven nachgegangen. Dieser Sammelband vereint Erkenntnisse aus Psychologie, Neurowissenschaften, Mathematikdidaktik, (Psycho-)Linguistik und Mehrsprachigkeitsforschung. Der interdisziplinäre Ansatz bietet einen umfassenden Blick auf den aktuellen Forschungsstand, dargestellt von national und international renommierten Forschenden. Das Buch gliedert sich in drei Teile. Der erste Teil "Modelle und Theorien" fasst theoretische Überlegungen zusammen und stellt Strukturen für Forschung und Praxis bereit. Dieser Teil dient dazu, den Grundstein für die anderen Teile sowie für zukünftige Forschung zu legen. Der zweite Teil "Kindergartenalter" sowie der dritte Teil "Grundschulalter" decken empirische Befunde über die Korrelation zwischen Sprache und mathematischem Lernen in der jeweiligen Altersgruppe ab. Ein besonderer Fokus liegt hierbei auf dem Aspekt der Mehrsprachigkeit. Damit bietet dieser Sammelband eine große Bandbreite fachspezifischen Wissens für Bildungswissenschaftler*innen, Lehramtsstudierende, Psycholog*innen und Forschende zur Mehrsprachigkeit.

2. Record Nr.	UNINA9911020357703321
Autore	Pickett K. H. Spencer
Titolo	Audit planning : a risk-based approach // K.H. Spencer Pickett
Pubbl/distr/stampa	Hoboken, N.J., : Wiley, c2006
ISBN	9786610349753 9781119201175 1119201179 9781280349751 1280349751 9780471784319 0471784311
Edizione	[1st edition]
Descrizione fisica	1 online resource (306 p.)
Collana	IIA (Institute of Internal Auditors) Series
Disciplina	657/.458
Soggetti	Auditing, Internal Risk management - Auditing
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	Audit Planning: A Risk-Based Approach; CONTENTS; PREFACE; LIST OF ABBREVIATIONS; Chapter 1: WHY RISK-BASED AUDIT PLANNING?; INTRODUCTION; RISK-BASED AUDIT-PLANNING MODEL: PHASE ONE; RISK-BASED AUDIT-PLANNING MODEL: PHASE TWO; RISK-BASED AUDIT-PLANNING MODEL: PHASE THREE; RISK-BASED AUDIT-PLANNING MODEL: PHASE FOUR; RISK-BASED AUDIT PLANNING MODEL: FINAL; SUMMARY; NOTES; Chapter 2: BASIC PLANNING TECHNIQUES; INTRODUCTION; BASIC PLANNING MODEL: PHASE ONE; BASIC PLANNING MODEL: PHASE TWO; BASIC PLANNING MODEL: PHASE THREE; BASIC PLANNING MODEL: PHASE FOUR; BASIC PLANNING MODEL: FINAL; SUMMARY NOTES Chapter 3: USING THE CORPORATE RISK REGISTER; INTRODUCTION; CORPORATE RISK REGISTER MODEL: PHASE ONE; CORPORATE RISK REGISTER MODEL: PHASE TWO; CORPORATE RISK REGISTER MODEL: PHASE THREE; CORPORATE RISK REGISTER MODEL: PHASE FOUR; CORPORATE RISK REGISTER MODEL: FINAL; SUMMARY; NOTES; Chapter 4: THE ANNUAL AUDIT PLAN; INTRODUCTION; ANNUAL

AUDIT-PLANNING MODEL: PHASE ONE; ANNUAL AUDIT-PLANNING MODEL: PHASE TWO; ANNUAL AUDIT-PLANNING MODEL: PHASE THREE; ANNUAL AUDIT-PLANNING MODEL: PHASE FOUR; ANNUAL AUDIT-PLANNING MODEL: FINAL; SUMMARY; NOTES; Chapter 5: ENGAGEMENT PLANNING; INTRODUCTION
ENGAGEMENT PLANNING MODEL: PHASE ONE; ENGAGEMENT PLANNING MODEL: PHASE TWO; ENGAGEMENT PLANNING MODEL: PHASE THREE; ENGAGEMENT PLANNING MODEL: PHASE FOUR; ENGAGEMENT PLANNING MODEL: FINAL; SUMMARY; NOTES; Chapter 6: PROJECT MANAGEMENT; INTRODUCTION; PROJECT MANAGEMENT PLANNING MODEL: PHASE ONE; PROJECT MANAGEMENT PLANNING MODEL: PHASE TWO; PROJECT MANAGEMENT PLANNING MODEL: PHASE THREE; PROJECT MANAGEMENT PLANNING MODEL: PHASE FOUR; PROJECT MANAGEMENT PLANNING MODEL: FINAL; SUMMARY; NOTES; Chapter 7: KEEPING THE ACCENT ON RISK; INTRODUCTION; RISK FOCUS MODEL: PHASE ONE
RISK FOCUS MODEL: PHASE TWO; RISK FOCUS MODEL: PHASE THREE; RISK FOCUS MODEL: PHASE FOUR; RISK FOCUS MODEL: FINAL; SUMMARY; NOTES; Chapter 8: A HOLISTIC APPROACH TO RISK-BASED AUDIT PLANNING; INTRODUCTION; HOLISTIC RISK-BASED AUDIT PLANNING MODEL: PHASE ONE; HOLISTIC RISK-BASED AUDIT PLANNING MODEL: PHASE TWO; HOLISTIC RISK-BASED AUDIT PLANNING MODEL: PHASE THREE; HOLISTIC RISK-BASED AUDIT PLANNING MODEL: PHASE FOUR; HOLISTIC RISK-BASED AUDIT PLANNING MODEL: FINAL; SUMMARY; NOTES; Appendix A: APPLYING AN RBAP DIAGNOSTIC TOOL; INDEX

Sommario/riassunto

More now than ever before, auditing is in the spotlight; legislators, regulators, and top executives in all types of businesses realize the importance of auditors in the governance and performance equation. Previously routine and formulaic, internal auditing is now high-profile and high-pressure! Being an auditor in today's complex, highly regulated business environment involves more than crunching the numbers and balancing the books-it requires ensuring that appropriate checks and balances are in place to manage risk throughout the organization. Designed to help auditors in any type of
