1. Record Nr.   UNISA996465943703316

   Titolo   Applied formal methods--FM-Trends 98 : International Workshop on Current Trends in Applied Formal Methods, Boppard, Germany, October 7-9, 1998 : proceedings / / Dieter Hutter (eds.)

   Pubbl/distr/stampa   Berlin, Germany ; ; New York, New York : , : Springer, , [1999]
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   ISBN   1-280-95677-1
                         9786610956777
                         3-540-48257-1

   Edizione   [1st ed. 1999.]

   Descrizione fisica   1 online resource (390 p.)

   Collana   Lecture Notes in Computer Science, , 0302-9743 ; ; 1641

   Disciplina   005.13/1

   Soggetti   Formal methods (Computer science)

   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.

   Nota di contenuto   Invited Papers -- High Level System Design and Analysis Using Abstract State Machines -- Enriching the Software Development Process by Formal Methods -- Regular Papers -- Formal Program Development in Geometric Modeling -- Design of Distributed Multimedia Applications (DAMD) -- Structured Formal Verification of a Fragment of the IBM S/390 Clock Chip -- Automated Test Set Generation for Statecharts -- Rigorous Compiler Implementation Correctness: How to Prove the Real Thing Correct -- Translation Validation: From DC+ to C -- A Practical Hierarchical Design by Timed Simulation Relations for Real-Time Systems -- A Lightweight Approach to Formal Methods -- An Open Environment for the Integration of Heterogeneous Modelling Techniques and Tools -- Integrating Domain Specific Language Design in the Software Life Cycle -- Flexible and Reliable Process Model Properties: An Integrated Approach -- A Symbolic Model Checker for ACTL -- Critical Systems Validation and Verification with CSP and FDR -- UniForM Perspectives for Formal Methods -- The UniForM WorkBench A Higher Order Tool Integration Framework -- Application Papers -- Two Real Formal Verification Experiences: ATM Switch Chip and Parallel Cache Protocol -- Formal Methods in the Specification of the Emergency Closing System of the Eastern Scheldt Storm Surge

Barrier -- The New Topicality of Using Formal Models of Security Policy within the Security Engineering Process -- Tool Papers -- Towards Comprehensive Tool Support for Abstract State Machines: The ASM Workbench Tool Environment and Architecture -- The IFAD VDM Tools -- KIV 3.0 for Provably Correct Systems -- PVS: An Experience Report -- Overview over the Project Quest -- VSE: Controlling the Complexity in Formal Software Developments -- The wHOLe System -- Z/EVES Version 1.5: An Overview.

Sommario/riassunto	This volume contains the contributions presented at the International Workshop on Current Trends in Applied Formal Methods organized October 7-9, 1998, in Boppard, Germany. The main objective of the workshop was to draw a map of the key issues facing the practical application of formal methods in industry. This appears to be particularly timely with safety and security issues becoming a real obstacle to industrial software and hardware development. As a consequence, almost all major companies have now set up departments or groups to work with formal methods and many European countries face a severe labour shortage in this new field. Tony Hoare's prediction of the art of software (and hardware) development becoming a proper engineering science with its own body of tools and techniques is now becoming a reality. So the focus of this application oriented workshop was not so much on spe- cial academic topics but rather on the many practical aspects of this emerging new technology: verification and validation, and tool support and integration into the software life-cycle. By evaluating the state of the art with respect to industrial applications a discussion emerged among scientists, practising engi- neers, and members of regulatory and funding agencies about future needs and developments. This discussion lead to roadmaps with respect to the future of this field, to tool support, and potential application areas and promising market segments. The contributions of the participants from industry as well as from the respective national security bureaus were particularly valuable and highly appreciated.

2.

Record Nr.	UNINA9910484764003321
Titolo	Critical Perspectives on Language Education : Australia and the Asia Pacific / / edited by Katie Dunworth, Grace Zhang
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2014
ISBN	9783319061856 3319061852
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (237 p.)
Collana	Multilingual Education, , 2213-3216 ; ; 11
Disciplina	420.71
Soggetti	Language and languages - Study and teaching Educational sociology Applied linguistics Language Education Sociology of Education Applied Linguistics
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 at the end of each chapters and index.
Nota di contenuto	Chapter 1: Introduction -- Chapter 2: Occupying the 'Third Space': Perspectives and Experiences of Asian English Language Teachers -- Chapter 3: Changing Perspectives of Literacy, Identity and Motivation: Implications for Language Education -- Chapter 4: Constructing Meaning from the Unfamiliar: Implications for Critical Intercultural Education -- Chapter 5: Can Teachers Know Learners' Minds? Teacher Empathy and Learner Body Language in English Language Teaching -- Chapter 6: Code-switching and Indigenous Workplace Learning: Cross-cultural Competence Training or Cultural Assimilation? -- Chapter 7: The Retention of Year 11/12 Chinese in Australian Schools: A Relevance Theory Perspective -- CHAPTER 8: Towards the Establishment of a WACE Examination in Japanese as a Heritage Language: Critical Perspectives -- Chapter 9: A Place for Second Generation Japanese Speaking Children in Perth: Can they Maintain Japanese as a Community Language? -- CHAPTER 10: Tamil Language in Multilingual

Singapore: KeyIssues in Teaching and Maintaining a Minority Language -- Chapter 11: Functional English and Chinese as Mediums of Instruction in a Higher Institution in Hong Kong -- Subject index.

Sommario/riassunto	The studies in this volume investigate how multilingual education involves a critical engagement with questions of identity and culture, and a movement towards new ways of being and belonging. It addresses previously under-explored issues, in particular the integration of theories like 'thirdness', and practices of language education and maintenance with relevance to the Asia-Pacific region. The analyses reveal the delicate balance of interests of all stakeholders and offer detailed insights into the reality of multilingual education, with specific examples of Chinese, English, Japanese and Tamil. In a globalised world, effective language education has become increasingly important, and the studies presented here have the potential to inform and advance evidence-based multilingual education through adding important dimensions of theoretical exploration and fresh empirical resources. In learning a second language, neither do you fully accommodate yourself to the target culture nor merely stick to your original self. Rather, you engage in negotiations to create your new identities in "the third place." Critical Perspectives on Language Education explores the current problems of multilingual education from this new angle, with concrete examples from the Asia-Pacific region. This volume provides a number of valuable insights both for educational policies and pedagogical practice in the face of the highly dynamic and fluid nature of cross-cultural interact ions today. Nobuyuki Hino, Osaka University, Japan.

3.	Record Nr.	UNINA9910974878303321
	Titolo	Curriculum politics, policy, practice : cases in comparative context / / Catherine Cornbleth, editor
	Pubbl/distr/stampa	Albany, : State University of New York Press, c2000
	ISBN	0-7914-9264-8
	Edizione	[1st ed.]
	Descrizione fisica	1 online resource (182 p.)
	Collana	SUNY series, innovations in curriculum
	Altri autori (Persone)	CornblethCatherine
	Disciplina	379.1/55
	Soggetti	Education - Curricula - Political aspects Curriculum change
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Intro -- Contents -- 1. Viewpoints by Catherine Cornbleth -- 2. A Tale of Two Cultures and a Technology: A/musical Politics of Curriculum in Four Acts by Vivian Forssman and John Willinsky -- 3. Science for All Americans? Critiquing Science Education Reform Efforts by Margery D. Osborne and Angela Calabrese Barton -- 4. The Politics of Religious Knowledge in Singapore Secondary Schools by Jason Tan -- 5. The Segregation of Stephen by Diana Lawrence-Brown -- 6. "They Don't Want to Hear It": Ways of Talking and Habits of the Heart in Multicultural Literature Classrooms by Suzanne M. Miller and Gina DeBlase Trzyna -- 7. Curriculum As a Site of Memory: The Struggle for History in South Africa by Nadine Dolby -- 8. Understanding Shifts in British Educational Discourses of Social Justice by Gaby Weiner -- 9. National Standards and Curriculum As Cultural Containment? by Catherine Cornbleth -- Contributors -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- R -- S -- T -- U -- V -- W -- Y.
	Sommario/riassunto	Studies the intersections of curriculum politics and policy-making throughout the world. Offering a range of studies on the intersections of curriculum politics, policy, and/or practice, this book addresses the following questions: Who decides what is taught in K-12 schools? On what basis? What actually happens in classroom practice? What do students have opportunities to learn? Who benefits from these decisions and practices? It includes case studies that span school

levels, subject areas, and national boundaries, thus enriching the possibilities for cross-case analysis, interpretation, and insight. Curriculum dynamics are revealed in cases ranging from the macro--as in the case from South Africa--to the micro--as in the case of U.S. special education placement. Instances of curriculum politics, policy, and/or practice are brought to life and situated in their contemporary and historical contexts with particular attention to questions of knowledge control and distribution of benefits. Included is this uniquely comparative text are several American case studies, including a discussion of implications of "science for all," the politics and consequences of placing a significantly disabled student in a separate classroom after several years of inclusion, trying to embrace multicultural literature without dealing with racism close to home, and history-social studies curriculum policy intended as cultural containment. Also examined are the business-education culture clash in creating meaningful technology education in Canada, the politics of mandating "religious knowledge" curricula in Singapore, white South African students negotiating divergent stories of their country's past and present while trying to make sense of their own roles and future, and critical analysis of British educational discourses of social justice and their impact in the 1940s and 1990s. Contributors include Angela Calabrese-Brown, Nadine Dolby, Vivian Forssman, Diana Lawrence-Brown, Suzanne Miller, Margery Osborne, Jason Tan, Gina DeBlase Trzyna, Gaby Weiner, and John Willinsky. Catherine Cornbleth is Professor of Education at the University at Buffalo, State University of New York. She is the editor of Invitation to Research in Social Education , author of Curriculum in Context , and coauthor of The Great Speckled Bird: Multicultural Politics and Educational Policymaking .