1. Record Nr. UNISA996466511003316

Autore	Duquesne Thomas
Titolo	Lévy Matters I [[electronic resource]] : Recent Progress in Theory and Applications: Foundations, Trees and Numerical Issues in Finance / / by Thomas Duquesne, Oleg Reichmann, Ken-iti Sato, Christoph Schwab ; edited by Ole E Barndorff-Nielsen, Jean Bertoin, Jean Jacod, Claudia Klüppelberg
Pubbl/distr/stampa	Berlin, Heidelberg : , : Springer Berlin Heidelberg : , : Imprint : Springer, , 2010
ISBN	1-280-39180-4 9786613569721 3-642-14007-6
Edizione	[1st ed. 2010.]
Descrizione fisica	1 online resource (XIV, 206 p.)
Collana	Lévy Matters, A Subseries on Lévy Processes, , 2190-6637 ; ; 2001
Disciplina	519.2
Soggetti	Probabilities Probability Theory and Stochastic Processes
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"With a short biography of Paul Levy by Jean Jacod".
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Fractional Integrals and Extensions of Selfdecomposability -- Packing and Hausdorff Measures of Stable Trees -- Numerical Analysis of Additive, Lévy and Feller Processes with Applications to Option Pricing.
Sommario/riassunto	This is the first volume of a subseries of the Lecture Notes in Mathematics which will appear randomly over the next years. Each volume will describe some important topic in the theory or applications of Lévy processes and pay tribute to the state of the art of this rapidly evolving subject with special emphasis on the non-Brownian world. The three expository articles of this first volume have been chosen to reflect the breadth of the area of Lévy processes. The first article by Ken-iti Sato characterizes extensions of the class of selfdecomposable distributions on R^d. The second article by Thomas Duquesne discusses Hausdorff and packing measures of stable trees. The third article by Oleg Reichmann and Christoph Schwab presents numerical solutions to Kolmogoroff equations, which arise for instance in financial engineering, when Lévy or additive processes model the dynamics of the risky assets.

2. Record Nr. UNINA9910544856203321

Autore	Jackson Colin <1967->
Titolo	All-Attainment Teaching in Secondary Mathematics : Philosophy, Practice and Social Justice / / by Colin Jackson
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	9783030923617 9783030923600
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (214 pages)
Disciplina	510.71 510.71241
Soggetti	Mathematics - Study and teaching Teaching Education - Philosophy Mathematics Education Pedagogy Educational Philosophy Ensenyament de la matemàtica Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Backstory: Growing up working-class in Northern Ireland: schooling not education -- Chapter 2. Introduction -- Chapter 3. Class, schooling and the legitimation of inequality -- Chapter 4. Class, "ability" groups and mathematics in English secondary schools -- Chapter 5. Methodological and method considerations -- Chapter 6. Data collection, processing and analysis -- Chapter 7. Introducing the teachers -- Chapter 8. The teachers: what sustains them -- Chapter 9. Introducing, developing and maintaining all-attainment while convincing others -- Chapter 10. How the teachers make all-attainment work in the classroom -- Chapter 11. Conclusion.
Sommario/riassunto	This book is about the promotion of all-attainment teaching in the

mathematics classroom. The book contains the individual stories of six teachers working in three different schools: an inner London comprehensive with a largely working class intake, a comprehensive on the south coast and a rural comprehensive in Cambridgeshire. Each story describes and explains in brief the background of the teacher and how each came to teach all-attainment groups in mathematics. The research reported in this book is the only close examination and analysis of the practices and methodologies of successful all-attainment educators in the modern age. Three major themes are identified and examined: what sustains the teachers; how they introduce, develop and maintain all-attainment teaching; and how they make all-attainment work in the classroom. From an analysis of these findings, the book presents two interrelated models of the knowledge and understandings the research has generated. The first one is an overarching model of situation and horizon. Used as a means of visualizing and understanding the current situation for teachers, it can aid in encouraging change for the better. The second model offers teachers a way to think of all-attainment teaching as an enabler for all students, most especially for disadvantaged students. Both models have original and explanatory power and offer new ways of conceptualizing how mathematics teaching for social justice might be understood and implemented, offering fresh perspectives and unique insights. As such it will be of help to students at undergraduate, Masters and doctoral level and to education researchers more widely.