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in Mathematics and the Arts, which took place at the Graduate Center of the City University of New York in early April 2013. Instead of trying to definitively answer such questions—surely a doomed prospect anyway—the participants gave in to the sheer joy of discussion in the stimulating atmosphere of each other's company. The confer-

*Simplicity, in Mathematics and in Art*

Mathematics and Computing; Nanoscience and Technology; Physics; Scientific Community. Agriculture; ... 2013 - Volume 1277 - 1306; 2012 - Volume 1247 - 1276; 2011 - Volume 1215 - 1246; 2010 - Volume 1183 - 1214; ... March 2013. 2013 - Volume 1279, Annals of the New York Academy of Sciences. Volume 1279, Issue 1 ...

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Purpose of Funding: The Mathematics and Science Partnerships (MSP) program is a competitive grant program intended to increase academic achievement of students in mathematics and science by supporting and enhancing the content knowledge and instructional practices for teachers of mathematics and science. Partnerships between high-need school districts and the science, technology, engineering ...

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In 1956, two Bell Labs scientists discovered the scientific formula for getting rich. One was mathematician Claude Shannon, neurotic father of our digital age, whose genius is ranked with Einstein's. The other was John L. Kelly Jr., a Texas-born, gun-toting physicist. Together they applied the science of information theory—the basis of computers and the Internet—to the problem of making as much money as possible, as fast as possible. Shannon and MIT mathematician Edward O. Thorp took the "Kelly formula" to Las Vegas. It worked. They realized that there was even more money to be made in the stock market. Thorp used the Kelly system with his phenomenally successful hedge fund, Princeton-Newport Partners. Shannon became a successful investor, too, topping even Warren Buffett's rate of return. Fortune's Formula traces how the Kelly formula sparked controversy even as it made fortunes at racetracks, casinos, and trading desks. It reveals the dark side of this alluring scheme, which is founded on exploiting an insider's edge. Shannon believed it was possible for a smart investor to beat the market—and William Poundstone's Fortune's Formula will convince you that he was right.

Why are we all taught maths for years of our lives? Does it really empower everyone? Or fail most and disenfranchise many? Is it crucial for the AI age or an obsolete rite of passage? The Math(s) Fix: An Education Blueprint for the AI Age is a groundbreaking book that exposes why maths education is in crisis worldwide and how the only fix is a fundamentally new mainstream subject. It argues that today's maths education is not working to elevate society with modern computation, data science and AI. Instead, students are subjugated to compete with what computers do best, and lose. This is the only book to explain why being "bad at maths" may be as much the subject's fault as the learner's: how a stuck educational ecosystem has students, parents, teachers, schools, employers and policymakers running in the wrong direction to catch up with real-world requirements. But it goes further too—"for the first time setting out a completely alternative vision for a core computational school subject to fix the problem and seed more general reformation of education for the AI age.

More widely cited than ever before, this book presents findings on the disparities in daily interactions between parents and children of different socioeconomic backgrounds and the effect of these disparities on children's vocabulary and later intellect.

The only complete guide to all aspects and uses of simulation—from the international leaders in the field There has never been a single definitive source of key information on all facets of discrete-event simulation and its applications to major industries. The Handbook of Simulation brings together the contributions of leading academics, practitioners, and software developers to offer authoritative coverage of the principles, techniques, and uses of discrete-event simulation. Comprehensive in scope and thorough in approach, the Handbook is the one reference on discrete-event simulation that every industrial engineer, management scientist, computer scientist, operations manager, or operations researcher involved in problem-solving should own, with an in-depth examination of: \* Simulation methodology, from experimental design to data analysis and more \* Recent advances, such as object-oriented simulation, on-line simulation, and parallel and distributed simulation \* Applications across a full range of manufacturing and service industries \* Guidelines for successful simulations and sound simulation project management \* Simulation software and simulation industry vendors

How those with the power to design technology, in the very moment of design, are allowed to imagine who is included--and who is excluded--in the future. Our world is built on an array of standards we are compelled to share. In *Proxies*, Dylan Mulvin examines how we arrive at those standards, asking, "To whom and to what do we delegate the power to stand in for the world?" Mulvin shows how those with the power to design technology, in the very moment of design, are allowed to imagine who is included--and who is excluded--in the future. For designers of technology, some bits of the world end up standing in for other bits, standards with which they build and calibrate. These "proxies" carry specific values, even as they disappear from view. Mulvin explores the ways technologies, standards, and infrastructures inescapably reflect the cultural milieus of their bureaucratic homes. Drawing on archival research, he investigates some of the basic building-blocks of our shared infrastructures. He tells the history of technology through the labor and communal practices of, among others, the people who clean kilograms to make the metric system run, the women who pose as test images, and the actors who embody disease and disability for medical students. Each case maps the ways standards and infrastructure rely on prototypical ideas of whiteness, able-bodiedness, and purity to control and contain the messiness of reality. Standards and infrastructures, Mulvin argues, shape and distort the possibilities of representation, the meaning of difference, and the levers of change and social justice.

Climb aboard the doomed ship *Endurance* to join famed explorer Ernest Shackleton and his crew who must battle the frigid Antarctic elements to survive being stranded at the edge of the world.

"Every teacher in English is a teacher of English," said George Sampson, one of the early school inspectors, back in 1921. It's never been truer, or more relevant. Literacy has a major impact on young people's life-chances and it is every teacher's responsibility to help build their communication, reading and writing skills. However, this book isn't just about literacy; it's also about what great teachers do in their classrooms, about applying knowledge consistently across classrooms, in order to help pupils to become more confident in their subjects. This book shows every teacher - whatever your subject - the simple steps which could transform your students into better speakers, listeners, readers and writers. Harnessing a range of straightforward, but powerful techniques, it shows you how to help each student in your subject to improve their spelling, to use the key vocabulary of your subject more accurately and to speak, read and write with confidence like a historian, scientist, designer or mathematician. The book is structured into clear sections which are then divided into short, easy-to-absorb units on the classroom implications of what we know about literacy. Don't Call it Literacy!also includes: language commentaries which exemplify points made by the author; talking points at the end of each unit for self-assessment; a glossary for non-specialists; subject specific vocabulary for building students' word power; tutor time spellings lists; a reading list on teaching, language, literacy and education. Written by a leading authority in the field, this book will help both trainee and practising secondary school teachers to turn their classroom into literacy-friendly environments, increasing the motivation and achievement of their students.

This book is suitable for use in a university-level first course in computing (CS1), as well as the increasingly popular course known as CS0. It is difficult for many students to master basic concepts in computer science and programming. A large portion of the confusion can be blamed on the complexity of the tools and materials that are traditionally used to teach CS1 and CS2. This textbook was written with a single overarching goal: to present the core concepts of computer science as simply as possible without being simplistic.

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