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Cambridge O Level Mathematics D (4024)

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Cambridge O Level Mathematics D (4024)

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This collection brings together various cutting-edge and accessible perspectives and insights into the rich, complex and intriguing stage of life that is childhood. Contributions here relate specifically to the Irish context, with many seamless connections also made to the universal themes of childhood and their relevance within the international context. The chapters are organised into four themes: (1) Children and families in education and special education settings; (2) Children ' s environment and play spaces; (3) Children ' s voice in research, classrooms and non-traditional settings; and (4) Children ' s experiences in STEM education. Across the chapters, the authors identify current best practices and place them within the overall context of current trends in research into childhood. There is a complementary balance of theoretical and practical knowledge presented throughout the volume. Given the variety of perspectives and contributions presented here, it will be of interest to those working in professional practice, such as educators, psychologists, sociologists, and the more general public, including parents and policymakers.

Cambridge O Level Mathematics is a resource to accompany the revised 4024 syllabus. This coursebook provides a complete course for developing and practising the skills required for the O Level Mathematics qualification. The content has been written to offer a range of tasks that support all aspects of the Cambridge O Level Mathematics syllabus (4024) giving students the confidence to use the mathematical techniques required to solve the range of maths problems required. With detailed explanations of concepts, worked examples and exercises, this coursebook can be used as a classroom text and for self-study.

Impact assessment of STEM initiatives in improving educational outcomes explores research evidence and labour market reports to show why successive governments think STEM education matters. It maps the policy background and the STEM crisis in the UK which led to the launch of the STEM informal education sector. These schemes funded by the government, educational charities and private organisations have now mushroomed at the local and national level. In the midst of so many activities for various age groups do we know what works or works better for specific group of students? Does one size fit all? The book provides a detailed report of a longitudinal national evaluation conducted in the UK by making use of official datasets. The activities evaluated here have not had a major influence on educational outcomes such as improved standardized national test results or increased STEM subject choices. The robust evaluation protocol described in this well-structured and thoughtful text will help schools to decide what works best for the students activity providers to evaluate long term outcomes for the activities they run researchers to replicate the protocol for similar activities in other settings Masters and PhD students understand how evidence from research can be used to inform policy and practice The results and implications combined with the recommendations made here will interest all those who are directly involved in the delivery of these enrichment and enhancement activities, practitioners using evidence, policy makers, the research community and schools wanting to run their own evaluations.

Recent years have witnessed a surge of interest for service robots endowed with communicative abilities. Such robots could take care of routine tasks, in homes, offices, schools or hospitals, help disabled or mentally impaired persons, serve as social companions for the elderly or simply entertain us. They would assist us in our daily life activities. These robots are, by definition, meant to be deployed in social environments, and their capacity to interact naturally with humans is thus a crucial factor. The development of such "talking robots" led to the emergence of a new research field, Human-Robot Interaction (HRI), which draws from a wide range of scientific disciplines such as artificial intelligence, robotics, linguistics and cognitive science. This work focuses on the issue of robust speech understanding - that is, how to process spoken dialogue automatically to extract the intended meaning. The book presents a new approach which combines linguistic resources with statistical techniques and context-sensitive interpretation to achieve both deep and robust spoken dialogue comprehension. The first part of the book provides a general introduction to the field of human-robot interaction and details the major linguistic properties of spoken dialogue, as well as some grammatical formalisms used to analyse them. The second part describes the approach itself, devoting one chapter to context-sensitive speech recognition for HRI, and one chapter to the robust parsing of spoken inputs via grammar relaxation and statistical parse selection. All the algorithms presented are fully implemented, and integrated as part of a distributed cognitive architecture for autonomous robots. A complete evaluation of our approach using Wizard-of-Oz experiments is also provided in this book. The results demonstrate very significant improvements in accuracy and robustness compared to the baseline.

Mathematical Psychology and Psychophysiology promotes an understanding of the mind and its neural substrates by applying interdisciplinary approaches to issues concerning behavior and the brain. The contributions present model from many disciplines that share common, conceptual, functional, or mechanistic substrates and summarize recent models and data from neural networks, mathematical genetics, psychoacoustics, olfactory coding, visual perception, measurement, psychophysics, cognitive development, and other areas. The contributors to Mathematical Psychology and Psychophysiology show the conceptual and mathematical interconnectedness of several approaches to the fundamental scientific problem of understanding mind and brain. The book's interdisciplinary approach permits a deeper understanding of theoretical advances as it formally structures a broad overview of the data.

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