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Bearbeitungsdauer: Etwa 60 bis 90 Minuten.

A late eighteenth-century account of Sumatra, (reissued here in its 1811 third edition) by an orientalist and public servant.

Calls for renewed moral education in America's schools, offering dozens of

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programs schools can adopt to teach students respect, responsibility, hard work, and other values that should not be left to parents to teach.

Based on a highly regarded lecture course at Moscow State University, this is a clear and systematic introduction to gauge field theory. It is unique in providing the means to master gauge field theory prior to the advanced study of quantum mechanics. Though gauge field theory is typically included in courses on quantum field theory, many of its ideas and results can be understood at the

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classical or semi-classical level.

Accordingly, this book is organized so that its early chapters require no special knowledge of quantum mechanics. Aspects of gauge field theory relying on quantum mechanics are introduced only later and in a graduated fashion--making the text ideal for students studying gauge field theory and quantum mechanics simultaneously. The book begins with the basic concepts on which gauge field theory is built. It introduces gauge-invariant Lagrangians and describes the spectra of linear perturbations, including perturbations above nontrivial ground states.

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The second part focuses on the construction and interpretation of classical solutions that exist entirely due to the nonlinearity of field equations: solitons, bounces, instantons, and sphalerons. The third section considers some of the interesting effects that appear due to interactions of fermions with topological scalar and gauge fields. Mathematical digressions and numerous problems are included throughout. An appendix sketches the role of instantons as saddle points of Euclidean functional integral and related topics. Perfectly suited as an advanced undergraduate or beginning graduate

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text, this book is an excellent starting point for anyone seeking to understand gauge fields.

In 1949, a small book had a big impact on education. In just over one hundred pages, Ralph W. Tyler presented the concept that curriculum should be dynamic, a program under constant evaluation and revision. Curriculum had always been thought of as a static, set program, and in an era preoccupied with student testing, he offered the innovative idea that teachers and administrators should spend as much time evaluating their plans as

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they do assessing their students. Since then, Basic Principles of Curriculum and Instruction has been a standard reference for anyone working with curriculum development. Although not a strict how-to guide, the book shows how educators can critically approach curriculum planning, studying progress and retooling when needed. Its four sections focus on setting objectives, selecting learning experiences, organizing instruction, and evaluating progress. Readers will come away with a firm understanding of how to formulate educational objectives and how to analyze and adjust their plans so that

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students meet the objectives. Tyler also explains that curriculum planning is a continuous, cyclical process, an instrument of education that needs to be fine-tuned. This emphasis on thoughtful evaluation has kept Basic Principles of Curriculum and Instruction a relevant, trusted companion for over sixty years. And with school districts across the nation working feverishly to align their curriculum with Common Core standards, Tyler's straightforward recommendations are sound and effective tools for educators working to create a curriculum that integrates national objectives with their

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students' needs.

Educators know it's important to get students to engage in "higher-order thinking." But what does higher-order thinking actually look like? And how can K-12 classroom teachers assess it across the disciplines? Author, consultant, and former classroom teacher Susan M. Brookhart answers these questions and more in this straightforward, practical guide to assessment that can help teachers determine if students are actually displaying

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the kind of complex thinking that current content standards emphasize. Brookhart begins by laying out principles for assessment in general and for assessment of higher-order thinking in particular. She then defines and describes aspects of higher-order thinking according to the categories established in leading taxonomies, giving specific guidance on how to assess students in the following areas: * Analysis, evaluation, and creation * Logic and reasoning * Judgment * Problem solving * Creativity and creative thinking Examples drawn from the National Assessment of Educational Progress and from actual

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classroom teachers include multiple-choice items, constructed-response (essay) items, and performance assessment tasks. Readers will learn how to use formative assessment to improve student work and then use summative assessment for grading or scoring. Aimed at elementary, middle, and high school teachers in all subject areas, *How to Assess Higher-Order Thinking Skills in Your Classroom* provides essential background, sound advice, and thoughtful insight into an area of increasing importance for the success of students in the classroom--and in life.

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In the last few years multimedia hardware and applications have become widely available on PC and workstations. Moreover, through the tremendous development and the wide usage of the World Wide Web multimedia applications have been brought over the network to many people. This book presents the results of the fourth in a well established series of international workshops on Multimedia organized by the EUROGRAPHICS Association, and held from May 28 to 30, 1996, in Rostock, Germany. The workshop had the special topic

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Multimedia on the Net and was the follow up of the EUROGRAPHICS Symposium and Workshop on Multimedia held in Graz in June 1994. The workshop program consisted of an invited keynote speech and five technical sessions. The fifteen contributions selected for this volume treat topics of particular interest in current research and address actual problems of the use of multimedia in distributed applications over the network. According to the technical sessions they can be roughly structured in the parts concepts for handling multimedia data, still and motion pictures on the net, WWW and multimedia, collaborative

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multimedia, and multimedia and education. Concepts for handling multimedia data are addressed in two contributions. The first treats a frame based presentation model for distributed information systems (Kirste), the other one presents a temporal logic formalism for specifying navigational transformation in hypermedia applications (Mere et al.).

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