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Results from national and international assessments indicate that school children in the United States are not learning mathematics well enough. Many students cannot correctly apply computational algorithms to solve problems. Their understanding and use of decimals and fractions are especially weak. Indeed, helping all children succeed in mathematics is an imperative national goal. However, for our youth to succeed, we need to change how weâ€™re teaching this discipline. Helping Children Learn Mathematics provides comprehensive and reliable information that will guide efforts to improve school mathematics from pre--kindergarten through eighth grade. The authors explain the five strands of mathematical proficiency and discuss the major changes that need to be made in mathematics instruction, instructional materials, assessments, teacher education, and the broader educational system and answers some of the frequently asked questions when it comes to mathematics instruction. The book concludes by providing recommended actions for parents and caregivers, teachers, administrators, and policy makers, stressing the importance that everyone work together to ensure a mathematically literate society.

Prepared under the auspices of the International Council of Nurses (ICN), this first volume provides a comprehensive overview of the rapidly emerging field of advanced nursing practice. It addresses central issues in the role and practice development that are fundamental to defining and differentiating the nature of this field. Topics include defining the role, role characteristics, scope of practice, education, regulation and research. Obstacles to and facilitators of that role are addressed and include ethical questions arising in the context of practice development. With an international focus, this volume examines international developments in the field, as reflected in country-specific case studies and examples. It offers a valuable resource for advanced practice nurses, educators and administrators at healthcare institutions.

This study examines the observations of U.S. military personnel who attended India's Defence Services Staff College (DSSC) at Wellington. Although the DSSC is a tri-service professional military education institution, this study focuses primarily on the Indian Army, the largest and most influential military service in India. Collectively, U.S. personnel at the DSSC had sustained interactionsover an extended period of time with three distinct groups of Indian Army officers: seniorofficers (brigadier through lieutenant general), senior midlevel (lieutenant colonel and colonel),and junior midlevel (captain and major). The study focuses on the attitudes and values of theIndian Army officer corps over a 38-year period, from 1979 to 2017, to determine if there waschange over time, and if so, to understand the drivers of that change.

How do organizations structure themselves? A synthesis of the empirical literature in the field, supported by numerous examples and illustrations, provides images that produce a theory. The author introduces five basic configurations of structure - the simple structure, the machine bureaucracy, the professional bu- reaucracy, the divisionalized form, and the adhocracy. This book reveals that structure seems to be at the root of many questions about organizations and why they function as they do.

"At long last, a discussion of plagiarism that doesn't stop at 'Don't do it or else,' but does full justice to the intellectual interest of the topic!" ---Gerald Graff, author of Clueless in Academe and 2008 President, Modern Language Association This collection is a timely intervention in national debates about what constitutes original or plagiarized writing in the digital age. Somewhat ironically, the Internet makes it both easier to copy and easier to detect copying. The essays in this volume explore the complex issues of originality, imitation, and plagiarism, particularly as they concern students, scholars, professional writers, and readers, while also addressing a range of related issues, including copyright conventions and the ownership of original work, the appropriate dissemination of innovative ideas, and the authority and role of the writer/author. Throughout these essays, the contributors grapple with their desire to encourage and maintain free access to copyrighted material for noncommercial purposes while also respecting the reasonable desires of authors to maintain control over their own work. Both novice and experienced teachers of writing will learn from the contributors' practical suggestions about how to fashion unique assignments, teach about proper attribution, and increase students' involvement in their own writing. This is an anthology for anyone interested in how scholars and students can navigate the sea of intellectual information that characterizes the digital/information age. "Eisner and Vicinus have put together an impressive cast of contributors who cut through the war on plagiarism to examine key specificities that often get blurred by the rhetoric of slogans. It will be required reading not only for those concerned with plagiarism, but for the many more who think about what it means to be an author, a student, a scientist, or anyone who negotiates and renegotiates the meaning of originality and imitation in collaborative and information-intensive settings." ---Mario Biagioli, Professor of the History of Science, Harvard University, and coeditor of Scientific Authorship: Credit and Intellectual Property in Science "This is an important collection that addresses issues of great significance to teachers, to students, and to scholars across several disciplines. . . . These essays tackle their topics head-on in ways that are both accessible and provocative." ---Andrea Lunsford, Louise Hewlett Nixon Professor of English, Claude and Louise Rosenberg Jr. Fellow, and Director of the Program in Writing and Rhetoric at Stanford University and coauthor of Singular Texts/Plural Authors: Perspectives on Collaborative Writing digitalculturebooks is an imprint of the University of Michigan Press and the Scholarly Publishing Office of the University of Michigan Library dedicated to publishing innovative and accessible work exploring new media and their impact on society, culture, and scholarly communication. Visit the website at www.digitalculture.org.

A critical history of site-specific art since the late 1960s.

Gregory Bateson was a philosopher, anthropologist, photographer, naturalist, and poet, as well as the husband and collaborator of Margaret Mead. This classic anthology of his major work includes a new Foreword by his daughter, Mary Katherine Bateson. 5 line drawings.

Since the end of legal segregation in schools, most research on educational inequality has focused on economic and other structural obstacles to the academic achievement of disadvantaged groups. But in Contesting Stereotypes and Creating Identities, a distinguished group of psychologists and social scientists argue that stereotypes about the academic potential of some minority groups remain a significant barrier to their achievement. This groundbreaking volume examines how low institutional and cultural expectations of minorities hinder their academic success, how these stereotypes are perpetuated, and the ways that minority students attempt to empower themselves by redefining their identities. The contributors to Contesting Stereotypes and Creating Identities explore issues of ethnic identity and educational inequality from a broad range of disciplinary perspectives, drawing on historical analyses, social-psychological experiments, interviews, and observation. Meagan Patterson and Rebecca Bigler show that when teachers label or segregate students according to social categories (even in subtle ways), students are more likely to rank and stereotype one another, so educators must pay attention to the implicit or unintentional ways that they emphasize group differences. Many of the contributors contest John Ogbu's theory that African Americans have developed an "oppositional culture" that devalues academic effort as a form of "acting white." Daphna Oyserman and Daniel Brickman, in their study of black and Latino youth, find evidence that strong identification with their ethnic group is actually associated with higher academic motivation among minority youth. Yet, as Julie Garcia and Jennifer Crocker find in a study of African-American female college students, the desire to disprove negative stereotypes about race and gender can lead to anxiety, low self-esteem, and excessive, self-defeating levels of effort, which impede learning and academic success. The authors call for educational institutions to diffuse these threats to minority students' identities by emphasizing that intelligence is a malleable rather than a fixed trait. Contesting Stereotypes and Creating Identities reveals the many hidden ways that educational opportunities are denied to some social groups. At the same time, this probing and wide-ranging anthology provides a fresh perspective on the creative ways that these groups challenge stereotypes and attempt to participate fully in the educational system.

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