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The early exercise opportunity of an American option makes it challenging to price and an array of approaches have been proposed in the vast literature on this topic. In *The Numerical Solution of the American Option Pricing Problem*, Carl Chiarella, Boda Kang and Gunter Meyer focus on two numerical approaches that have proved useful for finding all prices, hedge ratios and early exercise boundaries of an American option. One is a finite difference approach which is based on the numerical so-

lution of the partial differential equations with the free boundary problem arising in American option pricing, including the method of lines, the component wise splitting and the finite difference with PSOR. The other approach is the integral transform approach which includes Fourier or Fourier Cosine transforms. Written in a concise and systematic manner, Chiarella, Kang and Meyer explain and demonstrate the advantages and limitations of each of them based on their and their co-workers' experiences with these approaches over the years. Contents: Introduction; The Merton and Heston Model for a Call; American Call Options under Jump-Diffusion Processes; American Option Prices under Stochastic Volatility and Jump-Diffusion Dynamics OCo The Transform Approach; Representation and Numerical Approximation of American Option Prices under Heston; Fourier Cosine Expansion Approach; A Numerical Approach to Pricing American Call Options under SVJD; Conclusion; Bibliography; Index; About the Authors. Readership: Post-graduates/ Researchers in finance and applied mathematics with interest in numerical methods for American option pricing; mathematicians/physicists doing applied research in option pricing. Key Features: Complete discussion of different numerical methods for American options; Able to handle stochastic volatility and/or jump diffusion dynamics; Able to produce hedge ratios efficiently and accurately"

Research inherently requires collaborative efforts between individuals, databases, and institutions. However, the systems that enable such interpersonal cooperation must be properly suited in facilitating such efforts to avoid impeding productivity. Collaborative Knowledge in Scientific Research Networks addresses the various systems in place for collaborative e-research and how these practices serve to enhance the quality of research across disciplines. Covering new networks available through social media as well as traditional methods such as mailing lists and forums, this publication considers various scientific disciplines and their individual needs. Theorists of collaborative scientific work, technology developers, researchers, and funding agency officials will find this book valuable in

exploring and understanding the process of scientific collaboration.

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A strong and fluent competency in mathematics is a necessary condition for scientific, technological and economic progress. However, it is widely recognized that problem solving, reasoning, and thinking processes are critical areas in which students' performance lags far behind what should be expected and desired. Mathematics is indeed an important subject, but is also important to be able to use it in extra-mathematical contexts. Thinking strictly in terms of mathematics or thinking in terms of its relations with the real world involve quite different processes and issues. This book includes the revised papers presented at the NATO ARW "Information Technology and Mathematical Problem Solving Research", held in April 1991, in Viana do Castelo, Portugal, which focused on the implications of computerized learning environments and cognitive psychology research for these mathematical activities. In recent years, several committees, professional associations, and distinguished individuals throughout the world have put forward proposals to renew mathematics curricula, all emphasizing the importance of problem solving. In order to be successful, these reforming intentions require a theory-driven research base. But mathematics problem solving may be considered a "chaotic field" in which progress has been quite slow.

This product covers the following: Strictly as per the Full syllabus for Board 2022-23 Exams Includes Questions of the both - Ob-

jective & Subjective Types Questions Chapterwise and Topicwise Revision Notes for in-depth study Modified & Empowered Mind Maps & Mnemonics for quick learning Concept videos for blended learning Previous Years' Board Examination Questions and Marking scheme Answers with detailed explanation to facilitate exam-oriented preparation. Examiners comments & Answering Tips to aid in exam preparation. Includes Topics found Difficult & Suggestions for students. Includes Academically important Questions (AI) Dynamic QR code to keep the students updated for 2023 Exam paper or any further ISC notifications/circulars

These proceedings represent the work of researchers participating in the 17th European Conference on Research Methodology for Business and Management Studies (ECRM) which is being hosted this year by Università Roma TRE, Rome, Italy on 12-13 July 2018.

Research like a pro-and write a winning paper! Do research papers make you nervous? Don't panic! This task isn't as overwhelming as it may seem--and conducting good research is an important skill to have. With How to Write a Great Research Paper, you'll see how easy and rewarding it can be to explore a topic and present your ideas in an organized and interesting way. Filled with easy-to-follow instructions and valuable tips, this new guide breaks the entire process down into 7 Keys to Success: * Find a Topic * Look It Up * Take Notes * Outline Your Paper * Create Your First Draft * Revise and Edit Your Draft * Present Your Paper So take a deep breath, relax-and get ready to write a top-notch research paper!

The 3 volume-set LNCS 10901, 10902 + 10903 constitutes the refereed proceedings of the 20th International Conference on Human-Computer Interaction, HCI 2018, which took place in Las Vegas, Nevada, in July 2018. The total of 1171 papers and 160 posters included in the 30 HCI 2018 proceedings volumes was carefully reviewed and selected from 4346 submissions. HCI 2018 includes a total of 145 papers; they were organized in topical sections named: Part I: HCI theories, methods and tools; perception and psychological issues in HCI; emotion and attention recognition; security, privacy and ethics in HCI. Part II: HCI in medicine; HCI for health and wellbeing; HCI in cultural heritage; HCI in complex environments; mobile and wearable HCI. Part III: input techniques and devices; speech-based interfaces and chatbots; gesture, motion and eye-tracking based interaction; games and gamification.

This two-volume set LNCS 12269 and LNCS 12270 constitutes the refereed proceedings of the 16th International Conference on Parallel Problem Solving from Nature, PPSN 2020, held in Leiden, The Netherlands, in September 2020. The 99 revised full papers were carefully reviewed and selected from 268 submissions. The topics cover classical subjects such as automated algorithm selection and configuration; Bayesian- and surrogate-assisted optimization; benchmarking and performance measures; combinatorial optimization; connection between nature-inspired optimization and artificial intelligence; genetic and evolutionary algorithms; genetic programming; landscape analysis; multiobjective optimization; real-world applications; reinforcement learning; and theoretical aspects of nature-inspired optimization.

Optimization techniques have developed into a modern-day solution for real-world problems in various industries. As a way to improve performance and handle issues of uncertainty, optimization research becomes a topic of special interest across disciplines. Problem Solving and Uncertainty Modeling through Optimization and Soft Computing Applications presents the latest research trends and developments in the area of applied optimization methodologies and soft computing techniques for solving complex problems. Taking a multi-disciplinary approach, this critical publication is an essential reference source for engineers, managers, researchers, and post-graduate students.

The early exercise opportunity of an American option makes it challenging to price and an array of approaches have been proposed in the vast literature on this topic. In The Numerical Solution of the American Option Pricing Problem, Carl Chiarella, Boda Kang and Gunter Meyer focus on two numerical approaches that have proved useful for finding all prices, hedge ratios and early exercise boundaries of an American option. One is a finite difference approach which is based on the numerical solution of the partial differential equations with the free boundary problem arising in American option pricing, including the method of lines, the component wise splitting and the finite difference with PSOR. The other approach is the integral transform approach which includes Fourier or Fourier Cosine transforms. Written in a concise and systematic manner, Chiarella, Kang and Meyer explain and demonstrate the advantages and limitations of each of them based on their and their co-workers' experiences with these approaches over the years. Contents: Introduction The Merton and Heston Model for a Call American Call Options under Jump-Diffusion Process-

es American Option Prices under Stochastic Volatility and Jump-Diffusion Dynamics — The Transform Approach Representation and Numerical Approximation of American Option Prices under Heston Fourier Cosine Expansion Approach A Numerical Approach to Pricing American Call Options under SVJD Conclusion Bibliography Index About the Authors Readership: Post-graduates/ Researchers in finance and applied mathematics with interest in numerical methods for American option pricing; mathematicians/physicists doing applied research in option pricing Keywords: American Option; Early Exercise; Method of Lines; Finite Difference Approach; Integral Transform Approach; Numerical Methods Key Features: Complete discussion of different numerical methods for American options Able to handle stochastic volatility and/or jump diffusion dynamics Able to produce hedge ratios efficiently and accurately

Problem Solving for Wireless Sensor Networks delivers a comprehensive review of the state of the art in the most important technological issues related to Wireless Sensor Networks (WSN). It covers topics such as hardware platforms, radio technologies, software technologies (including middleware), and network and deployment aspects. This book discusses the main open issues inside each of these categories and identifies innovations considered most interesting for future research. Features: - Hardware Platforms in WSN, - Software Technologies in SWN, - Network Aspects and Deployment in WSN, - Standards and Safety Regulation for WSN, - European Projects Related to WSN, - WSN Application Scenarios at both utility and technical levels. Complete, cutting-edge and resulting from the work of many recognized researchers, Problem Solving for Wireless Sensor Networks is an invaluable reference for graduates and researchers, as well as practitioners.

This two-volume set LNCS 13398 and LNCS 13399 constitutes the refereed proceedings of the 17th International Conference on Parallel Problem Solving from Nature, PPSN 2022, held in Dortmund, Germany, in September 2022. The 87 revised full papers were carefully reviewed and selected from numerous submissions. The conference presents a study of computing methods derived from natural models. Amorphous Computing, Artificial Life, Artificial Ant Systems, Artificial Immune Systems, Artificial Neural Networks, Cellular Automata, Evolutionary Computation, Swarm Computing, Self-Organizing Systems, Chemical Computation, Molecular Computation, Quantum Computation, Machine Learning, and Artificial Intelligence

approaches using Natural Computing methods are just some of the topics covered in this field.

This book reports on the proceeding of the 5th International Conference on Intelligent, Interactive Systems and Applications (IISA 2020), held in Shanghai, China, on September 25–27, 2020. The IISA proceedings, with the latest scientific findings, and methods for solving intriguing problems, are a reference for state-of-the-art works on intelligent and interactive systems. This book covers nine interesting and current topics on different systems' orientations, including Analytical Systems, Database Management Systems, Electronics Systems, Energy Systems, Intelligent Systems, Network Systems, Optimization Systems, and Pattern Recognition Systems and Applications. The chapters included in this book cover significant recent developments in the field, both in terms of theoretical foundations and their practical application. An important characteristic of the works included here is the novelty of the solution approaches to the most interesting applications of intelligent and interactive systems.

RTI and formative assessment have the potential to positively impact student achievement. Understand the basics of RTI and its connection to formative assessment, and base instructional decisions on the results of effective formative assessment practices. Learn how to adjust instruction to increase levels of student understanding and achievement with the information, tools, and techniques presented in this practical guide.

"The book is an academic/career guide. It argues for the importance of the humanities for job skills and for participation in civic life and politics. The book will help students speak persuasively about the usefulness of their humanities degrees"--

Content of the Book The University of Potsdam hosted the 25th ProMath and the 5th WG Problem Solving conference. Both groups met for the second time in this constellation which contributed to profound discussions on problem solving in each country taking cultural particularities into account. The joint conference took place from 29th to 31st August 2018, with participants from Finland, Germany, Greece, Hungary, Israel, Sweden, and Turkey. The conference revolved around the theme "Implementation research on problem solving in school settings". These proceedings contain 14 peer-reviewed research and practical articles including a plenary paper from our distinguished colleague Anu Laine. In addition, the proceedings include three workshop reports which likewise fo-

cused on the conference theme. As such, these proceedings provide an overview of different research approaches and methods in implementation research on problem solving in school settings which may help close the gap between research and practice, and consequently make a step forward toward making problem solving an integral part of school mathematics on a large-scale. Content PLENARY REPORT Anu Laine: How to promote learning in problem-solving? pp 3 – 18 This article is based on my plenary talk at the joint conference of ProMath and the GDM working group on problem-solving in 2018. The aim of this article is to consider teaching and learning problem-solving from different perspectives taking into account the connection between 1) teacher's actions and pupils' solutions and 2) teacher's actions and pupils' affective reactions. Safe and supportive emotional atmosphere is base for students' learning and attitudes towards mathematics. Teacher has a central role both in constructing emotional atmosphere and in offering cognitive support that pupils need in order to reach higher-level solutions. Teachers need to use activating guidance, i.e., ask good questions based on pupils' solutions. Balancing between too much and too little guidance is not easy. <https://doi.org/10.37626/GA9783959871167.0.01> RESEARCH REPORTS AND ORAL COMMUNICATIONS Lukas Baumanns and Benjamin Rott: Is problem posing about posing "problems"? A terminological framework for researching problem posing and problem solving pp 21 – 31 In this literature review, we critically compare different problem-posing situations used in research studies. This review reveals that the term "problem posing" is used for many different situations that differ substantially from each other. For some situations, it is debatable whether they provoke a posing activity at all. For other situations, we propose a terminological differentiation between posing routine tasks and posing non-routine problems. To reinforce our terminological specification and to empirically verify our theoretical considerations, we conducted some task-based interviews with students. <https://doi.org/10.37626/GA9783959871167.0.02> Kerstin Bräuning: Long-term study on the development of approaches for a combinatorial task pp 33 – 50 In a longitudinal research project over two years, we interviewed children up to 6 times individually to trace their developmental trajectories when they solve several times the same tasks from different mathematical areas. As a case study, I will present the combinatorial task and analyze how two children, a girl and a boy, over two years approached

it. As a result of the case studies we can see that the analysis of the data product-oriented or process-oriented provides different results. It is also observable that the developmental trajectory of the girl is a more continuous learning process, which we cannot identify for the boy. <https://doi.org/10.37626/GA9783959871167.0.03> Lars Burman: Developing students' problem-solving skills using problem sequences: Student perspectives on collaborative work pp 51 – 59 Using problem solving in mathematics classrooms has been the object of research for several decades. However, it is still necessary to focus on the development of problem-solving skills, and in line with the recent PISA assessment, more attention is given to collaborative problem solving. This article addresses students' collaborative work with problem sequences as a means to systematically develop students' problem-solving skills. The article offers student perspectives on challenges concerning the social atmosphere, differentiation on teaching, and learning in cooperation. In spite of the challenges, the students' experiences indicate that the use of problem sequences and group problem solving can be fruitful in mathematics education. <https://doi.org/10.37626/GA9783959871167.0.04> Alex Friedlander: Learning algebraic procedures through problem solving pp 61 – 69 In this paper, I attempt to present several examples of tasks and some relevant findings that investigate the possibility of basing a part of the practice-oriented tasks on higher-level thinking skills, that are usually associated with processes of problem solving. The tasks presented and analysed here integrate problem solving--components – namely, reversed thinking, expressing and analysing patterns, and employing multiple solution methods, into the learning and practicing of algebraic procedures – such as creating equivalent expressions and solving equations. <https://doi.org/10.37626/GA9783959871167.0.05> Thomas Gawlick and Gerrit Welzel: Backwards or forwards? Direction of working and success in problem solving pp 71 – 89 We pose ourselves the question: What can one infer from the direction of working when solvers work on the same task for a second time? This is discussed on the basis of 44 problem solving processes of the TIMSS task K10. A natural hypothesis is that working forwards can be taken as evidence that the task is recognized and a solution path is recalled. This can be confirmed by our analysis. A surprising observation is that when working backwards, pivotal for success is (in case of K10) to change to working forwards soon after reaching the barrier.

<https://doi.org/10.37626/GA978395987116>
 7.0.06 Inga Gebel: Challenges in teaching problem solving: Presentation of a project in progress by using an extended tetrahedron model pp 91 – 109 In order to implement mathematical problem solving in class, it is necessary to consider many different dimensions: the students, the teacher, the theoretical demands and adequate methods and materials. In this paper, an implementation process is presented that considers the above dimensions as well as the research perspective by using an extended tetrahedron model as a structural framework. In concrete terms, the development and initial evaluation of a task format and a new teaching concept are presented that focus on differentiated problem-solving learning in primary school. The pilot results show initial tendencies towards possible core aspects that enable differentiated problem solving in mathematics teaching. <https://doi.org/10.37626/GA978395987116>
 7.0.07 Heike Hagelgans: Why does problem-oriented mathematics education not succeed in an eighth grade? An insight in an empirical study pp 111 – 119 Based on current research findings on the possibilities of integration of problem solving into mathematics teaching, the difficulties of pupils with problem solving tasks and of teachers to get started in problem solving, this article would like to show which concrete difficulties delayed the start of the implementation of a generally problem-oriented mathematics lesson in an eighth grade of a grammar school. The article briefly describes the research method of this qualitative study and identifies and discusses the difficulties of problem solving in the examined school class. In a next step, the results of this study are used to conceive a precise teaching concept for this specific class for the introduction into problem-oriented mathematics teaching. <https://doi.org/10.37626/GA978395987116>
 7.0.08 Zoltán Kovács and Eszter Kónya: Implementing problem solving in mathematics classes pp 121 – 128 There is little evidence of teachers are using challenging problems in their mathematics classes in Hungary. At the University of Debrecen and University of Nyíregyháza, we elaborated a professional development program for inservice teachers in order to help them implementing problem solving in their classes. The basis of our program is the teacher and researcher collaboration in the lessonplanning and evaluation. In this paper we report some preliminary findings concerning this program. <https://doi.org/10.37626/GA978395987116>
 7.0.09 Ana Kuzle: Campus school project as an example of cooperation between the

University of Potsdam and schools pp 129 – 141 The “Campus School Project” is a part of the “Qualitätsoffensive Lehrerbildung” project, whose aim is to improve and implement new structures in the university teacher training by bringing all the essential protagonists, namely university staff, preservice teachers, and in-service teachers – together, and having them work jointly on a common goal. The department of primary mathematics education at the University of Potsdam has been a part of the Campus School Project since 2017. Thus far several cooperations emerged focusing on different aspects of problem solving in primary education. Here, I give an overview of selected cooperations, and the first results with respect to problem-solving research in different school settings. <https://doi.org/10.37626/GA978395987116>
 7.0.10 Ioannis Papadopoulos and Aikaterini Diakidou: Does collaborative problem-solving matter in primary school? The issue of control actions pp 143 – 157 In this paper we follow three Grade 6 students trying to solve (at first individually, and then in a group) arithmetical and geometrical problems. The focus of the study is to identify and compare the various types of control actions taken during individual and collaborative problem-solving to show how the collective work enhances the range of the available control actions. At the same time the analysis of the findings give evidence about the impact of the collaborative problemsolving on the way the students can benefit in terms of aspects of social metacognition. <https://doi.org/10.37626/GA978395987116>
 7.0.11 Sarina Scharnberg: Adaptive teaching interventions in collaborative problem-solving processes pp 159 – 171 Even though there exists limited knowledge on how exactly students acquire problem-solving competences, researchers agree that adaptive teaching interventions have the potential to support students’ autonomous problem-solving processes. However, most recent research aims at analyzing the characteristics of teaching interventions rather than the interventions’ effects on the students’ problem-solving process. The study in this paper addresses this research gap by focusing not only on the teaching interventions themselves, but also on the students’ collaborative problem-solving processes just before and just after the interventions. The aim of the study is to analyze the interventions’ effect on the learners’ integrated problem-solving processes. <https://doi.org/10.37626/GA978395987116>
 7.0.12 Nina Sturm: Self-generated representations as heuristic tools for solving word problems pp 173 – 192 Solving non-routine word problems is a challenge for

many primary school students. A training program was therefore developed to help third-grade students to find solutions to word problems by constructing external representations (e.g., sketches, tables) and to specifically use them. The objective was to find out whether the program positively influences students’ problemsolving success and problem-solving skills. The findings revealed significant differences between trained and untrained classes. Therefore, it can be assumed that self-generated representations are heuristic tools that help students solve word problems. This paper presents the results on the impact of the training program on the learning outcome of students. <https://doi.org/10.37626/GA978395987116>
 7.0.13 Kinga Szűcs: Problem solving teaching with hearing and hearing-impaired students pp 193 – 203 In the last decade the concept of inclusion has become more and more prevalent in mathematics education, especially in Germany. Accordingly, teachers in mathematics classrooms have to face a wide range of heterogeneity, which includes physical, sensory and mental disabilities. At the Friedrich-Schiller-University of Jena, within the framework of the project “Media in mathematics education” it is examined how new technologies can support teaching in inclusive mathematics classrooms. In the academic year 2017/18, the heterogeneity regarding hearing impairment was mainly focussed on. Based on a small case study with hearing and hearing-impaired students a problem-solving unit about tangent lines was worked out according to Pólya, which is presented in the paper. <https://doi.org/10.37626/GA978395987116>
 7.0.14 WORKSHOP REPORTS Ana Kuzle and Inga Gebel: Implementation research on problem solving in school settings: A workshop report 207 On the last day of the conference, we organized a 90-minute workshop. The workshop focused on the conference theme “Implementation research on problem solving in school settings”. Throughout the conference, the participants were invited to write down their questions and/or comments as a response to held presentations. <https://doi.org/10.37626/GA978395987116>
 7.0.15 Ana Kuzle, Inga Gebel and Anu Laine: Methodology in implementation research on problem solving in school settings pp 209 – 211 In this report, a summary is given on the contents of the workshop. In particular, the methodology and some ethical questions in implementation research on problem solving in school settings are discussed. The discussion showed how complex this theme is so that many additional questions emerged.

<https://doi.org/10.37626/GA9783959871167.0.16> Lukas Baumanns and Sarina Scharnberg: The role of protagonists in implementing research on problem solving in school practice pp 213 - 214 Based on seminal works of Pólya (1945) and Schoenfeld (1985), problem solving has become a major focus of mathematics education research. Even though there exists a variety of recent research on problem solving in schools, the research results do not have a direct impact on problem solving in school practice. Instead, a dissemination of research results by integrating different protagonists is necessary. Within our working group, the roles of three different protagonists involved in implementing research on problem solving in school practice were discussed, namely researchers, pre-service, and in-service teachers, by examining the following discussion question: To what extent do the different protagonists enable implementation of research findings on problem solving in school practice? <https://doi.org/10.37626/GA9783959871167.0.17> Benjamin Rott and Ioannis Papadopoulos: The role of problem solving in school mathematics pp 215 - 217 In this report of a workshop held at the 2018 ProMath conference, a summary is given of the contents of the workshop. In particular, the role of problem solving in regular mathematics teaching was discussed (problem solving as a goal vs. as a method of teaching), with implications regarding the selection of problems, its implementation into (written) exams as well as teacher proficiency that is needed for implementing problem solving into mathematics teaching.

<https://doi.org/10.37626/GA9783959871167.0.18>

This book has two primary goals. On the level of theory development, the book clarifies the nature of an emerging "models and modeling perspective" about teaching, learning, and problem solving in mathematics and science education. On the level of emphasizing practical problems, it clarifies the nature of some of the most important elementary-but-powerful mathematical or scientific understandings and abilities that Americans are likely to need as foundations for success in the present and future technology-based information age. Beyond Constructivism: Models and Modeling Perspectives on Mathematics Problem Solving, Learning, and Teaching features an innovative Web site housing online appendices for each chapter, designed to supplement the print chapters with digital resources that include example problems, relevant research tools and video clips, as well as

transcripts and other samples of students' work:

<http://tcct.soe.purdue.edu/booksULandULjournals/modelsULandULmodeling/> This is an essential volume for graduate-level courses in mathematics and science education, cognition and learning, and critical and creative thinking, as well as a valuable resource for researchers and practitioners in these areas.

Although primarily designed as a supplement to Soil Mechanics: Basic Concepts and Engineering Applications, this book can be used as an independent problem solving text, since there is no specific reference to any equation or figure in the main book and contains problems and fully-worked solutions. Written for university students taking first-degree courses in civil engineering, environmental and agricultural engineering, its main aim is to simulate problem solving learning as well as facilitating self-teaching. The special structure of the book makes it possible to be used in two, three and four year undergraduate courses in soil mechanics. As it includes new and advanced topics this work book will also be a valuable resource for the practising professional engineer. Although readers are assumed to have prior knowledge in soil mechanics; necessary basic information is included in each worked example.

Research Paper (undergraduate) from the year 2010 in the subject Politics - International Politics - Topic: Peace and Conflict Studies, Security, grade: Good, European University at St. Petersburg, course: Security and Disarmament in Europe, language: English, abstract: The world has not become safer in the 21st century. But there is only limited number of really global threats. Those include, inter alia, international terrorism, climate change, and the issue of nuclear proliferation. In its Resolution on the Convention on the Prohibition of Use of Nuclear Weapons, the UN General Assembly underlined that "the use of nuclear weapons poses the most serious threat to the survival of mankind". But despite a nearly universal recognition of the threat posed by the mere existence of the nuclear arsenals, the issue of further nuclear proliferation among the members of the international community is yet to be solved. In this paper, we attempt to conduct a comparative analysis of possible approaches to the issue of nuclear proliferation. The goal of the research, however, is not the elaboration of practical solution of the issue. We will focus on the conceptual value of the one or another option, instead. The aim is to define main dimensions of the problem that can be faced by the international community: be it in the

universal fora (e.g., the UN General Assembly) or in the 'exclusive clubs' (the UN Security Council). First part will be dedicated to the theoretical approaches that may be employed in the research. Also, the framework for the comparative analysis per se will be defined. In the second part of the paper, we will focus on the determination of factors that should be taken into account during the comparative evaluation of the solutions. In the third part, the set of factors will be applied to the potential solutions; and we will try to define common and specific characteristics of every option. There are a lot of competent research papers dedicated to the pr

This book contains the contributions presented at the 2nd international KES conference on Smart Education and Smart e-Learning, which took place in Sorrento, Italy, June 17-19, 2015. It contains a total of 45 peer-reviewed book chapters that are grouped into several parts: Part 1 - Smart Education, Part 2 - Smart Educational Technology, Part 3 - Smart e-Learning, Part 4 - Smart Professional Training and Teachers' Education, and Part 5 - Smart Teaching and Training related Topics. This book can be a useful source of research data and valuable information for faculty, scholars, Ph.D. students, administrators, and practitioners - those who are interested in innovative areas of smart education and smart e-learning.

Requirements engineering is the process by which the requirements for software systems are gathered, analyzed, documented, and managed throughout their complete lifecycle. Traditionally it has been concerned with technical goals for, functions of, and constraints on software systems. Aurum and Wohlin, however, argue that it is no longer appropriate for software systems professionals to focus only on functional and non-functional aspects of the intended system and to somehow assume that organizational context and needs are outside their remit. Instead, they call for a broader perspective in order to gain a better understanding of the interdependencies between enterprise stakeholders, processes, and software systems, which would in turn give rise to more appropriate techniques and higher-quality systems. Following an introductory chapter that provides an exploration of key issues in requirements engineering, the book is organized in three parts. Part 1 presents surveys of state-of-the art requirements engineering process research along with critical assessments of existing models, frameworks and techniques. Part 2 addresses key areas in requirements engineering, such as market-driven require-

ments engineering, goal modeling, requirements ambiguity, and others. Part 3 concludes the book with articles that present empirical evidence and experiences from practices in industrial projects. Its broader perspective gives this book its distinct appeal and makes it of interest to both researchers and practitioners, not only in software engineering but also in other disciplines such as business process engineer-

ing and management science.

The proceedings of SocProS 2013 serve as an academic bonanza for scientists and researchers working in the field of Soft Computing. This book contains theoretical as well as practical aspects of Soft Computing, an umbrella term for techniques like fuzzy logic, neural networks and evolutionary algorithms, swarm intelligence algorithms etc. This book will be beneficial for

the young as well as experienced researchers dealing with complex and intricate real world problems for which finding a solution by traditional methods is very difficult. The different areas covered in the proceedings are: Image Processing, Cryptanalysis, Supply Chain Management, Newly Proposed Nature Inspired Algorithms, Optimization, Problems related to Medical and Health Care, Networking etc.