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12(20) - 17 = 240 - 17 = 223. 223 is greater than 151, so this guess is too high. Therefore, x is between 10 and 20. Try x = 15: 12(15) - 17 = 163. 163 is a little greater than 151, so this guess is a little too high. Try x = 14: 12(14) - 17 = 168 - 17 = 151. 151 is correct, so x = 14.

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In Making Every Maths Lesson Count: Six principles to support great maths teaching, experienced maths teaching are boundless and this can lead to relying on intuition as to what might work best. This book aims to signpost a route through this complexity. Writing in the practical, engaging style of the award-winning Making Every Lesson Count, Emma McCrea helps teachers to move beyond trial and error by sharing evidence-informed tips and suggestions on how they can nudge the impact of their teaching in the right direction. Making Every Lesson Count is underpinned by six pedagogical principles challenge, explanation, modelling, practice, feedback and questioning and presents 52 highimpact strategies designed to streamline teacher workload and ramp up the level of challenge in the maths classroom. The book draws out the key findings from the latest research on memory, learning and motivation and each chapter features numerous worked examples to demonstrate the theory in action, together with a concluding series of questions that will help maths practitioners relate the content to their own classroom practice. Furthermore, Emma's writing offers clarity around the language of maths teaching and learning, and also delves into the finer points of how to identify and address any misconceptions that students may hold. Written for new and experienced practitioners alike, this gimmick-free guide provides sensible solutions to perennial problems and inspires a rich, challenging and evidence-based approach to the teaching of maths. Suitable for maths teachers of students aged 11 to 18 years, and for primary school maths specialists.

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Teaching Secondary and Middle School Mathematics combines the latest developments in research, technology, and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics teaching profession by examining the processes of planning with an analysis of teaching secondary and middle school mathematics teaching profession by examining the processes of planning with an analysis of teaching secondary and middle school mathematics teaching profession by examining the processes of planning with an analysis of teaching secondary and middle school mathematics. examination of what it means to teach and learn mathematics, the reader is led through the essential components of teaching, concluding with an examination of how teachers continue with professional development throughout their careers. Hundreds of citations are used to support the ideas presented in the text, and specific websites and other resources are presented for future study by the reader. Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms. The sixth edition has been updated and expanded with particular emphasis on the latest technology, resources, and standards. The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation, as well as how to manage a classroom for success. Features include: The entire text has been reorganized so that assessment takes a more central role in planning and teaching. Unit 3 (of 5) now addresses the use of summative and formative assessments to inform classroom teaching practices. ? A new feature, "Links and Resources," has been added to each of the 13 chapters. 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This book presents a new approach to the epistemology of mathematics by viewing mathematics as a human activity whose knowledge is intimately linked with practice. Charting an exciting new direction in the philosophy of mathematics as a human activity whose knowledge is intimately linked with practice. Charting an exciting new direction in the philosophy of mathematics as a human activity whose knowledge is intimately linked with practice. results. Describing a historically oriented, agent-based philosophy of mathematics, Ferreirós shows how the mathematical tradition evolved from Euclidean geometry to the real numbers and set-theoretic structures. He argues for the need to take into account a whole web of mathematical tradition evolved from Euclidean geometry to the real numbers and set-theoretic structures. He argues for the need to take into account a whole web of mathematical tradition evolved from Euclidean geometry to the real numbers and set-theoretic structures. hypotheses, in contrast to elementary math, which has strong cognitive and practical roots and therefore enjoys certainty. Offering a wealth of philosophical and historical insights, Mathematical Knowledge and the Interplay of Practices challenges us to rethink some of our most basic assumptions about mathematics, its objectivity, and its relationship to culture and science.

The current crises in the financialization of capitalism, and their repercussions on the financial viability of entire countries, severely question the achievements of mainstream economics and its disregard of Keynes's theory of effective demand and finance. In view of this, Peter Flaschel and Sigrid Luchtenberg consider roads to a type of capitalism that could eventually be considered as 'social' in nature. The authors underpin their study with theory, empirical evidence, and policy from a positive as well as a normative perspective. As points of departure for their concept of social capitalism, the theoretical framework provides a synthesis of the work of Marx, Keynes, and Schumpeter on ruthless capitalism, regulated capitalism, and competitive socialism.

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