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This book reflects on the continuing development of teacher noticing through an exploration of the latest research. The authors and editors seek to clarify the construct of teacher noticing and its related branches and respond to challenges brought forth in earlier research. The authors also investigate teacher noticing in multiple contexts and frameworks, including mathematics, science, international venues, and various age groups.

First published in 1947, this acknowledged classic of American literary criticism explores the influences—especially Shakespearean ones—on Melville’s writing of *Moby-Dick*. One of the first Melvilleans to advance what has since become known as the “theory of the two *Moby-Dicks*,” Olson argues that there were two versions of *Moby-Dick*, and that Melville’s reading *King Lear* for the first time in between the first and second versions of the book had a profound impact on his conception of the saga: “the first book did not contain Ahab,” writes Olson, and “it may not, except incidentally, have contained *Moby-Dick*.” If literary critics and reviewers at the time responded with varying degrees of skepticism to the “theory of the two *Moby-Dicks*,” it was the experimental style and organization of the book that generated the most controversy. Passionate in his poetry, Olson was no less passionate in his reading of Melville. Impatient with what he regarded as traditional forms of literary criticism, Olson engaged his own creativity to write a book as robust, original, and compelling as Melville’s masterpiece. “Not only important, but apocalyptic.” —New York Herald Tribune “One of the most stimulating essays ever written on *Moby-Dick*, and for that matter on any piece of literature, and the forces behind it.” —San Francisco Chronicle “Olson has been a tireless student of Melville and every Melville lover owes him a debt for his Scotland Yard pertinacity in getting on the trail of Melville’s dispersed library.” —Lewis Mumford, New York Times “Records, often brilliantly, one way of taking the most extraordinary of American books.” —W. E. Bezanson, New England Quarterly “The most important contribution to Melville criticism since Raymond Weaver’s pioneering contribution in 1921.” —George Mayberry, New Republic

This book explores mathematical learning and cognition in early childhood from

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interdisciplinary perspectives, including developmental psychology, neuroscience, cognitive psychology, and education. It examines how infants and young children develop numerical and mathematical skills, why some children struggle to acquire basic abilities, and how parents, caregivers, and early childhood educators can promote early mathematical development. The first section of the book focuses on infancy and toddlerhood with a particular emphasis on the home environment and how parents can foster early mathematical skills to prepare their children for formal schooling. The second section examines topics in preschool and kindergarten, such as the development of counting procedures and principles, the use of mathematics manipulatives in instruction, and the impacts of early intervention. The final part of the book focuses on particular instructional approaches in the elementary school years, such as different additive concepts, schema-based instruction, and methods of division. Chapters analyze the ways children learn to think about, work with, and master the language of mathematical concepts, as well as provide effective approaches to screening and intervention. Included among the topics: The relationship between early gender differences and future mathematical learning and participation. The connection between mathematical and computational thinking. Patterning abilities in young children. Supporting children with learning difficulties and intellectual disabilities. The effectiveness of tablets as elementary mathematics education tools. *Mathematical Learning and Cognition in Early Childhood* is an essential resource for researchers, graduate students, and professionals in infancy and early childhood development, child and school psychology, neuroscience, mathematics education, educational psychology, and social work.

Math Instruction for Students with Learning Problems, Second Edition provides a research-based approach to mathematics instruction designed to build confidence and competence in pre- and in-service PreK–12 teachers. This core textbook addresses teacher and student attitudes toward mathematics, as well as language issues, specific mathematics disabilities, prior experiences, and cognitive and metacognitive factors. The material is rich with opportunities for class activities and field extensions, and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis.

Self-regulated learning (SRL) subsumes key aspects of the learning process, such as cognitive strategies, metacognition and motivation, in one coherent construct. Central to this construct are the autonomy and responsibility of students to take charge of their own learning. Skills for self-regulation can be encouraged both directly and indirectly through a range of learning activities. In this book we look specifically at the ways in which technology enhanced learning environments (TELEs) have been used to support self-regulation. The book provides an overview of recent studies on SRL in TELEs in Europe – a perspective which is new and has not been articulated hitherto. It addresses conceptual and methodological questions as well as practices in technology enhanced learning. While the focus is on European studies, we are aware that much of the groundwork in the field of SRL has emanated from the United States. The book is divided into three parts: (A) Foundations of SRL in TELEs, (B) Empirical studies on SRL in TELEs and (C) SRL in TELEs: perspectives on future developments. The book presents a rich resource of information for researchers and educators at all levels who are interested in supporting the acquisition of SRL through TELEs.

The *Wiley Handbook of Diversity in Special Education* is a state-of-the-art reference showcasing cutting-edge special education research with a focus on children and youth with disabilities from diverse cultural, ethnic, linguistic, and economic backgrounds. Cutting-edge

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special education research focusing on children and youth with disabilities from diverse cultural, ethnic, linguistic, and economic backgrounds An authoritative contribution to the field, this work charts a new path to effective interventions and sets an agenda for future research Addresses disabilities from an international perspective

Have a rockin' time introducing children to Footloose, rewritten for children by the one and only Kenny Loggins himself. Time to cut loose! Have a rockin' time introducing children to the fun of Footloose, rewritten for children by the one and only Kenny Loggins. As a zookeeper named Jack joins the zoo animals in an all-night dance party, this new original story from Loggins is sure to get your feet moving. Little ones will love the cast of characters, including the rockin' chimp Louise ("Geez, Louise"), Mister DJ Elephant, the lemur Marie ("Oo Wee, Marie"), Milo the wombat, Luke the funkier cat in the zoo, and so many more rocking, bopping, boogeying, tangoing, shaking, rattling and rolling animals!

"With an empirical focus on regimes in Singapore, the Philippines, and Malaysia, the author examines the social forces that underpin the emergence of institutional experiments in democratic participation and representation"--

Knowing Better presents a novel solution to the problem of reconciling the seemingly conflicting perspectives of ordinary virtue and normative ethics. Normative ethics is a sophisticated, open-ended philosophical enterprise that attempts to articulate and defend highly general ethical principles. Such principles aspire to specify our reasons, and tell us what it is right to do. However, it is not plausible to suppose that virtuous people in general follow such philosophical principles. These principles are difficult to articulate and assess, and we do not (or should not) think that advanced philosophical expertise is a necessary requirement for virtue. At the same time, the virtuous do not only accidentally get things right; rather, they act well in a reliable fashion, and they do so by responding appropriately to genuine reasons. Daniel Star argues that the solution to this problem requires a new approach to understanding the relation between ethical theory and ordinary deliberation, a new way of thinking about the nature of practical authority and normative reasons, a new account of the nature of virtue, and a rethinking of how best to understand the role that knowledge plays in deliberation and action.

This book presents some of the most trenchant critical analyses of the widespread claims for the recent emergence of a knowledge economy and the attendant need for greater lifelong learning. The book contains two sections: first, general critiques of the limits of current notions of a knowledge economy and required adult learning, in terms of historical comparisons, socio-political construction and current empirical evidence; secondly, specific challenges to presumed relations between work requirements and learning through case studies in diverse current workplaces that document richer learning processes than knowledge economy advocates intimate. Many of the leading authors in the field are represented. There are no other books to date that both critically assess the limits of the notion of the knowledge economy and examine closely the relation of workplace restructuring to lifelong learning beyond the confines of formal higher education and related educational policies. This reader provides a distinctive overview for future studies of relations between work and learning in contemporary societies beyond caricatures of the knowledge economy. The book should be of interest to students following undergraduate or postgraduate courses in most social sciences and education, business and labour studies departments, as well as to policy makers and the general public concerned about economic change and lifelong learning issues. D. W. Livingstone is Canada Research Chair in Lifelong

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Learning and Work and Professor Emeritus at the Ontario Institute for Studies in Education, University of Toronto. David Guile is Professor of Education and Work at the Institute of Education, University of London.

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