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No values figure as pervasively and intimately in our lives as beauty and other aesthetic values. They animate the arts, as well as design, fashion, food, and entertainment. They orient us upon the natural world. And we even find them in the deepest insights of science and mathematics. For centuries, however, philosophers and other thinkers have identified beauty with what brings pleasure. Concerned that aesthetic hedonism has led us to question beauty's significance, Dominic McIver Lopes offers an entirely new theory of beauty in this volume. Beauty engages us in action, in concert with others, in the context of social networks. Lopes's 'network theory' explains the social dimension of aesthetic agency, the tie between beauty and pleasure, the importance of disagreement in matters of taste, and the reality of aesthetic values as denizens of the natural world. The two closing chapters shed light on why aesthetic engagement is so important to quality of life, and why it deserves (and gets) lavish public support. Being for Beauty offers a fresh contribution to aesthetics but also to thinking about metanormativity, the metaphysics of value, and virtue theory.

Fully in-line with the Framework for Teaching Mathematics, this series provides coverage of the curriculum intended to enable students to revise and consolidate key concepts. Every chapter contains questions in the style of the National Tests. The three Ma1 tasks in every students book have detailed marking guidance in the equivalent teacher file to support key assessment at the end of the key stage. The last resource section of this file contains a series of summary activities for new or previously absent teachers or pupils, covering all the chapters. Additions such as question banks and ICT CD-ROMs are available to provide further support.

This book constitutes the thoroughly refereed post-workshop proceedings of the 25th International Workshop on Combinatorial Algorithms, IWOCA 2014, held in Duluth, MN, USA, in October 2014. The 32 revised full papers presented were carefully reviewed and selected from a total of 69 submissions. The papers focus on topics such as Algorithms and Data Structures, Combinatorial Enumeration, Combinatorial Optimization, Complexity Theory (Structural and Computational), Computational Biology, Databases (Security, Compression and Information Retrieval), Decompositions and Combinatorial Designs, Discrete and Computational Geometry, as well as Graph Drawing and Graph Theory. IWOCA is a yearly forum for researchers in designing algorithms field to advance creativeness of intersection between mathematics and computer science. This is the first time this conference is being held in U.S.

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Design Research in Education is a practical guide containing all the information required to begin a design research project. Providing an accessible background to the methodological approaches used in design research as well as addressing all the potential issues that early career researchers will encounter, the book uniquely helps the early career researcher to gain a full overview of design research and the practical skills needed to get their project off the ground. Based on extensive experience, the book also contains multiple examples of design research from both undergraduate and postgraduate students, to demonstrate possible projects to the reader. With easy to follow chapters and accessible question and response sections, Design Research in Education contains practical advice on a wide range of topics related to design research projects including: The theory of design research, what it entails, and when it is suitable The formulation of research questions How to structure a research project The quality of research and the methodological issues of validity and reliability How to write up your research The supervision of design research. Through its theoretical grounding and practical advice, Design Research in Education is the ideal introduction into the field of design based research and is essential reading for bachelor's, master's and PhD students new to the field, as well as to supervisors overseeing projects that use design research.

This book constitutes the thoroughly refereed post-workshop proceedings of the 10th International Workshop on Automated Deduction in Geometry, ADG 2014, held in Coimbra, Portugal, in July 2014. The 11 revised full papers presented in this volume were carefully selected from 20 submissions. The papers show the trend set of current research in automated reasoning in geometry.

This book theorizes shadow education as a new component of curriculum, expanding the concept of curriculum to include this type of learning. Curriculum scholars and theorists have largely disregarded shadow education as a valid topic of scholarly attention despite its massive growth worldwide. But shadow education has become a global phenomenon with ever-increasing numbers of student participants; it complements school-based curricula, in many cases going beyond. Thus, Jung and Kim argue that shadow education requires rigorous analysis by curriculum studies scholars. This volume analyzes the state and importance of shadow education in countries around the world: its representative forms and industries (private tutoring institutes, home-visit private tutoring, Internet-based private tutoring, subscribed learning programs, after-school programs), its characteristic forms in terms of curriculum, and its roles in student learning. It also explores various features of shadow education based on an eight-year ethnographic study in South Korea.