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Everything you ever need to know about making it as a scientist. Despite your graduate education, brainpower, and technical prowess, your career in scientific research is far from assured. Permanent positions are scarce, science survival is rarely part of formal graduate training, and a good mentor is hard to find. In A Ph.D. Is Not Enough!, physicist Peter J. Feibelman lays out a rational path to a fulfilling long-term research career. He offers sound advice on selecting a thesis or postdoctoral adviser; choosing among research jobs in academia, government laboratories, and industry; preparing for an employment interview; and defining a research program. The guidance offered in A Ph.D. Is Not Enough! will help you make your oral presentations more effective, your journal articles more compelling, and your grant proposals more successful. A classic guide for recent and soon-to-be graduates, A Ph.D. Is Not Enough! remains required reading for anyone on the threshold of a career in science. This new edition includes two new chapters and is revised and updated throughout to reflect how the revolution in electronic communication has transformed the field.

Thirty-six of the best thinkers on family and community engagement were assembled to produce this Handbook, and they come to the task with varied backgrounds and lines of endeavor. Each could write volumes on the topics they address in the Handbook, and quite a few have. The authors tell us what they know in plain language, succinctly presented in short chapters with practical suggestions for states, districts, and schools. The vignettes in the Handbook give us vivid pictures of the real life of parents, teachers, and kids. In all, their portrayal is one of optimism and celebration of the goodness that encompasses the diversity of families, schools, and communities across our nation.

Longlisted for the National Book Award New York Times Bestseller A former Wall Street quant sounds an alarm on the mathematical models that pervade modern life -- and threaten to rip apart our social fabric We live in the age of the algorithm. Increasingly, the decisions that affect our lives--where we go to school, whether we get a car loan, how much we pay for health insurance--are being made not by humans, but by mathematical models. In theory, this should lead to greater fairness: Everyone is judged according to the same rules, and bias is eliminated. But as Cathy O'Neil reveals in this urgent and necessary book, the opposite is true. The models being used today are opaque, unregulated, and uncontestable, even when they're wrong. Most troubling, they reinforce discrimination: If a poor student can't get a loan because a lending model deems him too risky (by virtue of his zip code), he's then cut off from the kind of education that could pull him out of poverty, and a vicious spiral ensues. Models are propping up the lucky and punishing the downtrodden, creating a "toxic cocktail for democracy." Welcome to the dark side of Big Data. Tracing the arc of a person's life, O'Neil exposes the black box models that shape our future, both as individuals and as a society. These "weapons of math destruction" score teachers and students, sort r sum s, grant (or deny) loans, evaluate workers, target voters, set parole, and monitor our health. O'Neil calls on modelers to take more responsibility for their algorithms and on policy makers to regulate their use. But in the end, it's up to us to become more savvy about the models that govern our lives. This important book empowers us to ask the tough questions, uncover the truth, and demand change. -- Longlist for National Book Award (Non-Fiction) -- Goodreads, semi-finalist for the 2016 Goodreads Choice Awards (Science and Technology) -- Kirkus, Best Books of 2016 -- New York Times, 100 Notable Books of 2016 (Non-Fiction) -- The Guardian, Best Books of 2016 -- WBUR's "On Point," Best Books of 2016: Staff Picks -- Boston Globe, Best Books of 2016, Non-Fiction

In a world where advanced knowledge is widespread and low-cost labor is readily available, U.S. advantages in the marketplace and in science and technology have begun to erode. A comprehensive and coordinated federal effort is urgently needed to bolster U.S. competitiveness and pre-eminence in these areas. This congressionally requested report by a pre-eminent committee makes four recommendations along with 20 implementation actions that federal policy-makers should take to create high-quality jobs and focus new science and technology efforts on meeting the nation's needs, especially in the area of clean, affordable energy: 1) Increase America's talent pool by vastly improving K-12 mathematics and science education; 2) Sustain and strengthen the nation's commitment to long-term basic research; 3) Develop, recruit, and retain top students, scientists, and engineers from both the U.S. and abroad; and 4) Ensure that the United States is the premier place in the world for innovation. Some actions will involve changing existing laws, while others will require financial support that would come from reallocating existing budgets or increasing them. Rising Above the Gathering Storm will be of great interest to federal and state government agencies, educators and schools, public decision makers, research sponsors, regulatory analysts, and scholars.

Distinguished by its clarity and eloquence, this is a superior work of historical writing and analysis that merits comparison with the best monographs on the social history of Renaissance Italy."—Gene Brucker, University of California at Berkeley

In 1999, Stephen King began to write about his craft -- and his life. By midyear, a widely reported accident jeopardized the survival of both. And in his months of recovery, the link between writing and living became more crucial than ever. Rarely has a book on writing been so clear, so useful, and so revealing. On Writing begins with a mesmerizing account of King's childhood and his uncannily early focus on writing to tell a story. A series of vivid memories from adolescence, college, and the struggling years that led up to his first novel, *Carrie*, will afford readers a fresh and often very funny perspective on the formation of a writer. King next turns to the basic tools of his trade -- how to sharpen and multiply them through use, and how the writer must always have them close at hand. He takes the reader through crucial aspects of the writer's art and life, offering practical and inspiring advice on everything from plot and character development to work habits and rejection. Serialized in the *New Yorker* to vivid acclaim, *On Writing* culminates with a profoundly moving account of how King's overwhelming need to write spurred him toward recovery, and brought him back to his life. Brilliantly structured, friendly and inspiring, *On Writing* will empower--and entertain--everyone who reads it.

Based on an extensive worldwide study, this book reveals what gets boys excited about learning *Reaching Boys, Teaching Boys* challenges the widely-held cultural impression that boys are stubbornly resistant to schooling while providing concrete examples of pedagogy and instructional style that have been proven effective in a variety of school settings. This book offers more than 100 detailed examples of lessons that succeed with male students, grouped thematically. Such themes include: Gaming, Motor Activities, Open Inquiry, Competition, Interactive Technology, and Performance/Role Play. Woven throughout the book is moving testimony from boys that both validates the success of the lessons and adds a human dimension to their impact. The author's presents more than 100 specific activities for all content areas that have proven successful with male students *Draws on an in-depth, worldwide study to reveal what lessons and strategies most engage boys in the classroom* Has been described as the missing link that our schools need for the better education of boys *Honest and accurate, this book offers you the best chance to protect your assets and grow your portfolio in these difficult financial times.*

*Shaping the College Curriculum* focuses on curriculum development as an important decision-making process in colleges and universities. The authors define curriculum as an academic plan developed in a historical, social, and political context. They identify eight curricular elements that are addressed, intentionally or unintentionally, in developing all college courses and programs. By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning, enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning. This revised edition continues to stress research-based educational practices. The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions. All chapters have been updated with recent research findings relevant to curriculum leadership, accreditation, assessment, and the influence of academic fields, while two new chapters focus directly on learning research and its implications for instructional practice. A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements. Streamlined yet still comprehensive and detailed, this revised volume will continue to serve as an invaluable resource for individuals and groups whose work includes planning, designing, delivering, evaluating, and studying curricula in higher education. "This is an extraordinary book that offers not a particular curriculum or structure, but a comprehensive approach for thinking about the curriculum, ensuring that important considerations are not overlooked in its revision or development, and increasing the likelihood that students will learn and develop in ways institutions hope they will. The book brings coherence and intention to what is typically an unstructured, haphazard, and only partially rational process guided more by beliefs than by empirically grounded, substantive information. Lattuca and Stark present their material in ways that are accessible and applicable across planning levels (course, program, department, and institution), local settings, and academic disciplines. It's an admirable and informative marriage of scholarship and practice, and an insightful guide to both. Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book." —Patrick T. Terenzini, distinguished professor and senior scientist, Center for the Study of Higher Education, The Pennsylvania State University

Elementary and Middle School Mathematics: Teaching Developmentally.

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