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Introductory Business Statistics is designed to meet the scope and sequence requirements of the one-semester statistics course for business, economics, and related majors. Core statistical concepts and skills have been augmented with practical business examples, scenarios, and exercises. The result is a meaningful understanding of the discipline, which will serve students in their business careers and real-world experiences.

Since Descartes famously proclaimed, "I think, therefore I am," science has often overlooked emotions as the source of a person ' s true being. Even modern neuroscience has tended, until recently, to concentrate on the cognitive aspects of brain function, disregarding emotions. This attitude began to change with the publication of Descartes ' Error in 1995. Antonio Damasio—"one of the world ' s leading neurologists" (The New York Times)—challenged traditional ideas about the connection between emotions and rationality. In this wondrously engaging book, Damasio takes the reader on a journey of scientific discovery through a series of case studies, demonstrating what many of us have long suspected: emotions are not a luxury, they are essential to rational thinking and to normal social behavior.

Introductory Statistics is designed for the one-semester, introduction to statistics course and is geared toward students majoring in fields other than math or engineering. This text assumes students have been exposed to intermediate algebra, and it focuses on the applications of statistical knowledge rather than the theory behind it. The foundation of this textbook is Collaborative Statistics, by Barbara Illowsky and Susan Dean. Additional topics, examples, and ample opportunities for practice have been added to each chapter. The development choices for this textbook were made with the guidance of many faculty members who are deeply involved in teaching this course. These choices led to innovations in art, terminology, and practical applications, all with a goal of increasing relevance and accessibility for students. We strove to make the discipline meaningful, so that students can draw from it a working knowledge that will enrich their future studies and help them make sense of the world around them. Coverage and Scope Chapter 1 Sampling and Data Chapter 2 Descriptive Statistics Chapter 3 Probability Topics Chapter 4 Discrete Random Variables Chapter 5 Continuous Random Variables Chapter 6 The Normal Distribution Chapter 7 The Central Limit Theorem Chapter 8 Confidence Intervals Chapter 9 Hypothesis Testing with One Sample Chapter 10 Hypothesis Testing with Two Samples Chapter 11 The Chi-Square Distribution Chapter 12 Linear Regression and Correlation Chapter 13 F Distribution and One-Way ANOVA

This open access book provides a comprehensive and informative overview of the current state of research about student perceptions of and student feedback on teaching. After presentation of a new student feedback process model, evidence concerning the validity and reliability of student perceptions of teaching quality is discussed. This is followed by an overview of empirical research on the effects of student feedback on teachers and instruction in different contexts, as well as on factors promoting the successful implementation of feedback in schools. In summary, the findings emphasize that student perceptions of teaching quality can be a valid and reliable source of feedback for teachers. The effectiveness of student feedback on teaching is significantly related to its use in formative settings and to a positive feedback culture within schools. In addition, it is argued that the effectiveness of student feedback depends very much on the support for teachers when making use of the feedback. As this literature review impressively documents, teachers in their work - and ultimately students in their learning - can benefit substantially from student feedback on teaching in schools. " This book reviews what we know about student feedback to teachers. It is detailed and it is a pleasure to read. To have these chapters in one place — and from those most up to date with the research literature and doing the research - is a gift. " John Hattie

Gender is a highly salient and important social group that shapes how children interact with others and how they are treated by others. In this Element, we offer an overview and review of the research on gender development in childhood from a developmental science perspective. We first define gender and the related concepts of sex and gender identity. Second, we discuss how variations in cultural context shape gender development around the world and how variations within gender groups add to the complexity of gender identity development. Third, we discuss major theoretical perspectives in developmental science for studying child gender. Fourth, we examine differences and similarities between girls and boys using the latest meta-analytic evidence. Fifth, we discuss the development of gender, gender identity, and gender socialization throughout infancy, early childhood, and middle childhood. We conclude with a discussion of future directions for the study of gender development in childhood.

What is good science? What goal—if any—is the proper end of scientific activity? Is there a legitimating authority that scientists mayclaim? Howserious athreat are the anti-science movements? These questions have long been debated but, as Gerald Holton points out, every era must offer its own responses. This book examines these questions not in the abstract but shows their historic roots and the answers emerging from the scientific and political controversies of this century. Employing the case-study method and the concept of scientific thematathat he has pioneered, Holton displays the broad scope of his insight into the workings of science: from the influence of Ernst Mach on twentiethcentury physicists, biologists, psychologists, and other thinkers to the rhetorical strategies used in the work of Albert Einstein, Niels Bohr, and others; from the bickering between Thomas Jefferson and the U.S. Congress over the proper form of federal sponsorship of scientific research to philosophical debates since Oswald Spengler over whether our scientific knowledge will ever be "complete." In a masterful final chapter, Holton scrutinizes the "anti-science phenomenon," the increasingly common opposition to science as practiced today. He approaches this contentious issue by examining the world views and political ambitions of the proponents of science as well as those of its opponents—the critics of "establishment science" (including even those who fear that science threatens to overwhelm the individual in the postmodern world) and the adherents of "alternative science" (Creationists, New Age "healers," astrologers). Through it all runs the thread of the author's deep historical knowledge and his humanistic understanding of science in modern culture. Science and Anti-Science will be of great interest not only to scientists and scholars in the field of science studies but also to educators, policymakers, and all those who wish to gain a fuller understanding of challenges to and doubts about the role of science in our lives today.

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