Maths Problem Solving Task Cards

Problem solving activities in post-editing and translation from scratchComplex Problem Solving Beyond the Psychometric ApproachProblem Solving ActivitiesProblem SolvingEducational Research and Innovation The Nature of Problem Solving Using Research to Inspire 21st Century LearningWork Activity Studies Within the Framework of Ergonomics, Psychology, and EconomicsTrain Your Brain with Problem-Solving ActivitiesApplying Systemic-Structural Activity Theory to Design of Human-Computer Interaction SystemsSolve that Problem!.Problem Solving Models of Scientific Discovery Learning ProcessesScience SkillsThe Relationship of Performance in Selected Problem-solving Tasks to Participation in a Crisis Intervention Course for a Sample of Nurses in a University Baccalaureate ProgramProblem-solving TherapyA Study of how Useful Problem Solving Can Improve Both Conceptual Knowledge and Problem Solving Performance in ChemistryMaths Problem SolvingTasks and Language LearningAssessing Reasoning and Problem SolvingBrain MappingScaffolding and the Transfer of Problem-solving Skills from Low-income Mothers to Their PreschoolersProblem Solving Activities Jean Nitzke Wolfgang Schoppek Jean Gilliam DeGaetano Peter Maher OECD Gregory Z. Bedny Emilee Hillman Gregory Z. Bedny Sharon Shapiro Peter Reimann Alan Peacock Donna C. Aguilera Thomas J. D'Zurilla Jean Lythcott Lijun Guan Graham Crookes Stephen Krulik Arthur W. Toga Jason Thomas Hustedt

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companies and organisations are increasingly using machine translation to improve efficiency and cost effectiveness and then edit the machine translated output to create a fluent text that adheres to given text conventions this procedure is known as post editing translation and post editing can often be categorised as problem solving activities when the translation of a source text unit is not immediately obvious to the translator or in other words if there is a hurdle between the source item and the target item the translation process can be considered problematic conversely if there is no hurdle between the source and target texts the translation process can be considered a task solving activity and not a problem solving activity this study investigates whether machine translated output influences problem solving effort in internet research syntax and other problem indicators and whether the effort can be linked to expertise a total of 24 translators twelve professionals and twelve semi professionals produced translations from scratch from english into german and monolingually post edited machine translation output for this study the study is part of the critt tpr db database the translation and monolingual post editing sessions were recorded with an eye tracker and a keylogging program the participants were all given the same six texts two texts per task different approaches were used to identify problematic translation units first internet research behaviour was considered as research is a distinct indicator of problematic translation units then the focus was placed on syntactical structures in the mt output that do not adhere to the rules of the target language as i assumed that they would cause problems in the monolingual post editing tasks that would not occur in the translation from scratch task finally problem indicators were identified via different parameters like munit which indicates how often the participants created and modified one translation unit or the inefficiency ineff value of translation units i e the number of produced and deleted tokens divided by the final length of the translation finally the study highlights how these parameters can be used to identify problems in the translation process data using mere keylogging data

complex problem solving cps and related topics such as dynamic decision making ddm and complex dynamic control cdc represent multifaceted psychological phenomena in abroad sense cps encompasses learning decision making and acting in complex and dynamic situations moreover solutions to problems that people face in such situations are often generated in teams or groups this adds another layer of complexity to the situation itself because of the emerging issues that arise from the social dynamics of group interactions this framing of cps means that it is not a single construct that can be measured by using a particular type of cps task e g minimal complex system tests which is a view taken by the psychometric community the proposed approach taken here is that because cps is multifaceted multiple approaches need to be taken to fully capture and understand what it is and how the different cognitive processes associated with it complement each other thus this research topic is aimed at showcasing the latest work in the fields of cps as well as ddm and cdc that takes a holist approach to investigating and theorizing about these abilities the collection of articles encompasses conceptual approaches as well as experimental and correlational studies involving established or new tools to examine cps ddm and cdc this work contributes to answering questions about what strategies and what general knowledge can be transferred from one type of complex and dynamic situation to another what learning conditions result in transferable knowledge and skills and how these features can be trained

teaching strategies and techniques to turn problems into solutionsthis fabulous book is filled with all the information you need to assist your young students develop problem solving skills all the teaching tips you need background information about different problem solving techniques and strategies tips for how to implement problem solving in the classroomall the teaching plans you need step by step lesson plans for specific problemsall the worksheets you need blm student work

solving non routine problems is a key competence in a world full of changes uncertainty and surprise where we strive to achieve so many ambitious goals but the world is also full of solutions because of the extraordinary competences of humans who search for and find them

systemic structural activity theory ssat founded by gregory bedny is a relatively new unified framework for the study of efficiency of human performance equipment and software design this book presents new recently obtained data in the field of ssat that can be used in the study of efficiency and complexity of human performance with increased cognitive demands to task performance psychological methods of study of human activity play an important role new principles and revised methods for the study of human work are supplemented by practical examples in manufacturing construction industry aviation and human computer interaction features presents new ssat data offers for the first time comparative analysis of studying efficiency and productivity from the perspective of ergonomics psychology and economics includes examples of evaluation of economic efficiency of ergonomic innovations provides advanced self regulative models of activity and of all cognitive processes that describe strategies of task performance introduces a new efficient method of morphological and analytical quantitative analysis discusses new methods of evaluation of complexity and reliability of highly variable computerized and computer based tasks work activity studies within the framework of ergonomics psychology and economics presents a comprehensive unified psychological theory that can be utilized as a general approach to the study of human activity not only for ergonomists and psychologists but also for economists that study the efficiency of human performance

solving problems is one of the primary parts of a computer coder s job this book uses fun activities to explore different computer programming concepts like computational thinking organization and breaking down tasks each activity allows readers to explore the concepts without the use of a computer instead using everyday objects to expand the reader s understanding of computer programming skills and concepts

human computer interaction hci is no longer limited to trained software users today people interact with various devices such as mobile phones tablets and laptops how can such interaction be made more user friendly even when user proficiency levels vary this book explores methods for assessing the psychological complexity of compute

problem solving process creating a tree diagram working backwards using simpler numbers open ended problem solving analysing and investigating using logical reasoning

generation and testing of hypotheses are central aspects of the process of scientific discovery in instructional contexts students can acquire a basic understanding of these concepts by means of scientific discovery learning in order to study the mechanisms that underly students ability to generalize from specific observations and to use these hypotheses to derive predictions observations on students working in a computerized discovery learning environment for geometrical optics are analyzed in addition cognitive simulation programs taking the form of production systems are developed to capture the central aspects of students discovery learning strategies these task specific models are discussed within the framework of general computational theories of human inductive learning

this is a practical book for pupils designed to teach the basic skills of scientific investigation and problem solving with an emphasis on skills not facts it is practical in approach describing over 100 activities no specialised apparatus is required and the investigations it covers are flexible enought to relate to any science course

this book is centrally concerned with the concept of task particularly as it has developed in the context of language learning it shows how tasks can offer an opportunity for second language learners to be exposed to and learn from their practice of the syntactic features of language

in more and more schools students are now being assessed not only on traditional algorithmic and computational math skills but also on how and how well they handle reasoning and problem solving however until now these additional skills have been difficult to assess in an objective accurate and efficient way but not any more this book s comprehensive assessment approach includes the traditional paper and pencil tests plus relatively new ways e g portfolios journals observations interviews projects performance tasks rubrics to assess what students know about math and how they reason solve problems and communicate about it this unique new handbook provides everything teachers need background information problems for various grade levels detailed answers forms teaching suggestions to assess students throughout the semester or at any time easily accurately and effectively elementary school teachers

the sequel to brain mapping the methods covers the utlization of methods for the study of brain structure and function organized by systems it presents information on the normal as well as the diseased brain it integrates the various methodologies with appropriate usage

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