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continue to be employed in many ways across the K-12 environment. Designing Effective Distance and Blended Learning Environments in K-12 provides key insights into the ways that school districts and educators from across the world have effectively designed and implemented distance and blended learning approaches

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to enable and enhance student learning. The diverse collection of authors from various demographics and roles in school systems will benefit readers across a wide spectrum of school community stakeholders. There will also be an emphasis on how research and theory is put into practice, along with an honest

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discussion of what strategies and actions were successful as well as those that were less so. This book is essential for professionals and researchers working in the field of K-12 education, particularly superintendents, curriculum developers, professional learning designers, school principals, instructional technology

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of the 15th International Conference on Artificial Intelligence and Soft Computing, ICAISC 2016, held in Zakopane, Poland in June 2016. The 134 revised full papers presented were carefully reviewed and selected from 343 submissions. The papers included in the first volume are organized in the following

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artificial intelligence in modeling and simulation; visual information coding meets machine learning; and various problems of artificial intelligence.

This book presents both the challenges and opportunities that exist for addressing the critical needs of black children, who have

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The examination for Membership of the Royal College of Obstetricians and Gynaecologists (MRCOG) remains one of the most internationally recognised postgraduate examinations in the specialty. Over the years, the examination has evolved in keeping with changes in



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Teacher education; the Part 2 examination now consists of two papers made up of Single Best Answer (SBA) questions and Extended Matching Questions (EMQ).

This invaluable resource consists of 400 SBA questions (200 in Obstetrics and 200 in Gynaecology), followed by 400 EMQs (200 in Obstetrics and 200 in

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Gynaecology), grouped into papers, to provide enough material to guide preparations and to give some practice experience of the examination formats. All the questions have answers with explanations and sources of evidence. In preparing for the examination, candidates should make repeated references to these

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sources of evidence. There is also general advice on how to prepare for the examination and discussion of the reasons why trainees fail the examination.

This is a methods book for elementary majors and preservice/beginning elementary teachers. It takes a very

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practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards. The Common Core State Standards in Mathematics (CCSSM) is not meant to be “the” official mathematics curriculum; it was purposefully developed primarily to provide clear learning

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expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace. A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of

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the CCSSM first, with issues in content-practice assessment, learning, teaching, and classroom management pursued next and in that order. In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content-practice learning, teaching, and assessment. The CCSSM content

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standards, which pertain to mathematical knowledge, skills, and applications, have been carefully crafted so that they are teachable, learnable, coherent, fewer, clearer, and higher. The practice standards, which refer to institutionally valued mathematical actions, processes, and habits, have been conceptualized in ways

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that will hopefully encourage all elementary students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation. Thus, in the CCSSM, proficiency in content alone is not sufficient, and so does practice without content, which is limited. Content and



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practice are both equally important and, thus, must come together in teaching, learning, and assessment in order to support authentic mathematical understanding. This blended, multisourced text is a “getting smart” book. It helps elementary majors and preservice/beginning elementary teachers

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work within the realities of accountable pedagogy and develop a proactive disposition that is capable of supporting all elementary students in order for them to experience growth in mathematical understanding necessary for middle school and beyond, including future careers.

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