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Computer Networks, CN 2017, held in Brunów, Poland, in June 2017. The 35 full papers presented were carefully reviewed and selected from 80 submissions. They are dealing with the topics computer networks; teleinformatics and telecommunications; new technologies; queueing theory; innovative applications.

The International J. Mathematical Combinatorics is a fully refereed international journal, sponsored by the MADIS of Chinese Academy of Sciences and published in USA quarterly, which publishes original research papers and survey articles in all aspects of mathematical combinatorics, Smarandache multi-spaces, Smarandache geometries, non-Euclidean geometry, topology and their applications to other sciences.

This survey provides a brief and selective overview of research in the philosophy of mathematics education. It asks what makes up the philosophy of mathematics education, what it means, what questions it asks and answers, and what is its overall importance and use? It provides overviews of critical mathematics education, and the most relevant modern movements in the philosophy of mathematics. A case study is provided of an emerging research tradition in one country. This is the Hermeneutic strand of research in the philosophy of mathematics education in Brazil. This illustrates one orientation towards research inquiry in the philosophy of mathematics education. It is part of a broader practice of 'philosophical archaeology': the uncovering of hidden assumptions and buried ideologies within the concepts and methods of research and practice in mathematics education. An extensive bibliography is also included.

This book is a printed edition of the Special Issue "Decomposability of Tensors" that was published in Mathematics

Our everyday lives are practically unthinkable without optimization. We constantly try to minimize our effort and to maximize the reward or progress achieved. Many real-world and industrial problems arising in engineering, economics, medicine and other domains can be formulated as optimization tasks. This volume presents a comprehensive collection of extended contributions from the 2017 Workshop on Computational Optimization. Presenting recent advances in computational optimization, it addresses important concrete applications, e.g. the modeling of physical processes, wildfire modeling, modeling processes in chemical engineering, workforce planning, wireless access network topology, parameter settings for controlling various processes, berth allocation, identification of homogeneous domains, and quantum computing. The book shows how to develop algorithms for them based on new intelligent

methods like evolutionary computations, ant colony optimization, constrain programming and others.

In *Evidence, Politics, and Education Policy*, political scientists Lorraine M. McDonnell and M. Stephen Weatherford provide an original analysis of evidence use in education policymaking to help scholars and advocates shape policy more effectively. The book shows how multiple types of evidence are combined as elected officials and their staffs work with researchers, advocates, policy entrepreneurs, and intermediary organizations to develop, create, and implement education policies. *Evidence, Politics, and Education Policy* offers an in-depth understanding of the political environment in which evidence is solicited and used. Two key case studies inform the book's findings. The primary case—a major, multimethod study—examines the development and early implementation of the Common Core State Standards at the national level and in four states: California, Indiana, Massachusetts, and Tennessee. A comparative case analyzes the evidence used in Congressional hearings over the twenty-year history of the Children's Health Insurance Program. Together, the two cases illustrate the conditions under which different types of evidence are used and, in particular, how federalism, the complexity of the policy problem, and the policy's maturity shape evidence use. McDonnell and Weatherford focus on three leverage points for strengthening the use of research evidence in education policy: integrating research findings with value-based policy ideas; designing policies with incentives for research use built into their rules and organizational structures; and training policy analysts to promote the use of research in policymaking venues.

Edited in collaboration with FoLLI, the Association of Logic, Language and Information this book constitutes the refereed proceedings of the 21st Workshop on Logic, Language, Information and Communication, WoLLIC 2014, held in Valparaiso, Chile, in September 2014. The 15 contributed papers presented together with 6 invited lectures were carefully reviewed and selected from 29 submissions. The focus of the workshop was on the following subjects Inter-Disciplinary Research involving Formal Logic, Computing and Programming Theory, and Natural Language and Reasoning.

This easy-to-use classroom resource provides a series of lessons, templates, and exemplars for practical classroom application, and will help teachers understand the content standards and the mathematical practice standards in order to develop meaningful mathematics lessons. This book primarily focuses on teachers' procedural knowledge of standards implementation as they apply the information and resources presented in this book. Mathematical rigor in the classroom for students includes lessons that target conceptual knowledge, procedural knowledge, factual knowledge, meta-cognitive knowledge, and the application of this knowledge in context. It also includes opportunities for teachers to

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develop all three dimensions of rigor as it applies to the Common Core.

Given a prime p , a group is called residually p if the intersection of its p -power index normal subgroups is trivial. A group is called virtually residually p if it has a finite index subgroup which is residually p . It is well-known that finitely generated linear groups over fields of characteristic zero are virtually residually p for all but finitely many p . In particular, fundamental groups of hyperbolic n -manifolds are virtually residually p . It is also well-known that fundamental groups of n -manifolds are residually finite. In this paper the authors prove a common generalization of these results: every n -manifold group is virtually residually p for all but finitely many p . This gives evidence for the conjecture (Thurston) that fundamental groups of n -manifolds are linear groups.

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