

Mathematical Interest Theory Solutions Teachers Manual

In this important book for pre- and in-service teachers, early math experts Douglas Clements and Julie Sarama show how "learning trajectories" help diagnose a child's level of mathematical understanding and provide guidance for teaching. By focusing on the inherent delight and curiosity behind young children's mathematical reasoning, learning trajectories ultimately make teaching more joyous. They help teachers understand the varying levels of knowledge exhibited by individual students, which in turn allows them to better meet the learning needs of all children. Using straightforward, no-nonsense language, this book summarizes the current research about how children learn mathematics, and how to build on what children already know to realize more effective teaching. This second edition of Learning and Teaching Early Math remains the definitive, research-based resource to help teachers understand the learning trajectories of early mathematics and become quintessential professionals. Updates to the new edition include: • Explicit connections between Learning Trajectories and the new Common Core State Standards. • New coverage of patterns and patterning. • Incorporation of hundreds of recent research studies.

This edited book promotes thinking, dialogue, research and theorisation on multiple ways of making connections in mathematics teaching and learning in early childhood education. The book addresses some key challenges in research, policy and practice in early childhood mathematics education. It examines diverse ways for learning experiences to connect young children to mathematics, and the importance of forging connections between mathematics and young children's lives as key elements in their engagement with mathematics. Each chapter provides research or theoretical provocations and pedagogical implications for connecting children's lived experiences and ways of learning in mathematics teaching. The chapters are drawn from a range of international authors who raise important ideas within the overall context of current research and consider the theoretical and practical implications of their research. As such, the book advances current thinking on mathematics teaching and learning for children in the early years from birth to eight years with an emphasis on children aged birth to 5 years. It considers the purpose and value in connecting mathematics teaching and learning to children's lives, and provides provocations for both educators and researchers on the many under-researched and under-represented aspects of early years mathematics teaching and learning.

This book brings together and builds on the current research efforts on adaptation, conceptualization, and theorization of Lesson Study (LS). It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives. Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries, it enables the reader to take a comparative perspective. Finally, the book presents and discusses studies on key aspects of LS such as lesson planning, post-lesson discussion, guiding theories, connection between research and practice, and upscaling. Lesson Study, which has originated in Asia as a powerful effective professional development model, has spread globally. Although the positive effects of lesson study on teacher learning, student learning, and curriculum reforms have been widely documented, conceptualization of and research on LS have just begun to emerge. This book, including 38 chapters contributed by 90 scholars from 21 countries, presents a truly international collaboration on research on and adaptation of LS, and significantly advances the development of knowledge about this process. Chapter 15: "How Variance and Invariance Can Inform Teachers' Enactment of Mathematics Lessons" of this book is available open access under a CC BY 4.0 license at link.springer.com Theory and Practice of Lesson Study in Mathematics: An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model. Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges. (Max Stephens, Senior research fellow at The University of Melbourne) It works. Instruction improves, learning improves. Wide scale? Enduring? Deep impact? Lesson study has it. When something works as well as lesson study does, while alternative systems for improving instruction fail, or only succeed on small scale or evaporate as quickly as they show promise, it is time to understand how and why lesson study works. This volume brings the research on lesson study together from around the world. Here is what we already know and here is the way forward for research and practice informed by research. It is time to wake up and pay attention to what has worked so well, on wide scale for so long. (Phil Dara, A leading author of the Common Core State Standards of Mathematics in the U.S.)

Mathematical Interest Theory provides an introduction to how investments grow over time. This is done in a mathematically precise manner. The emphasis is on practical applications that give the reader a concrete understanding of why the various relationships should be true. Among the modern financial topics introduced are: arbitrage, options, futures, and swaps. Mathematical Interest Theory is written for anyone who has a strong high-school algebra background and is interested in being an informed borrower or investor. The book is suitable for a mid-level or upper-level undergraduate course or a beginning graduate course. The content of the book, along with an understanding of probability, will provide a solid foundation for readers embarking on actuarial careers. The text has been suggested by the Society of Actuaries for people preparing for the Financial Mathematics exam. To that end, Mathematical Interest Theory includes more than 260 carefully worked examples. There are over 475 problems, and numerical answers are included in an appendix. A companion student solution manual has detailed solutions to the odd-numbered problems. Most of the examples involve computation, and detailed instruction is provided on how to use the Texas Instruments BA II Plus and BA II Plus Professional calculators to efficiently solve the problems. This Third Edition

updates the previous edition to cover the material in the SOA study notes FM-24-17, FM-25-17, and FM-26-17.

This book takes stock of the state of affairs of the teaching and learning of mathematical modelling with regard to research, development and practice. It provides a conceptual framework for mathematical modelling in mathematics education at all education levels, as well as the background and resources for teachers to acquire the knowledge and competencies that will allow them to successfully include modelling in their teaching, with an emphasis on the secondary school level. Mathematics teachers, mathematics education researchers and developers will benefit from this book. Expertly written and researched, this book includes a comprehensive overview of research results in the field, an exposition of the educational goals associated with modelling, the essential components of modelling competency and an extensive discussion of didacticopedagogical challenges in modelling. Moreover, it offers a wide variety of illuminating cases and best-practice examples in addition to insights into the focal points for future research and practice. The Learning and Teaching of Mathematical Modelling is an invaluable resource for teachers, researchers, textbook authors, secondary school mathematics teachers, undergraduate and graduate students of mathematics as well as student teachers.

Mathematical Interest TheoryMAA

This book is unique. It gathers texts which give the best presentation of the principles and key concepts of the Theory of Didactical Situations that Guy Brousseau developed in the period from 1970 to 1990. These texts provide a comprehensive presentation of the Theory. In order to facilitate the reading of certain points footnotes have been added, as well as preludes and interludes to place in context the chosen texts and clarify the construction of the book.

Financial Mathematics for Actuarial Science: The Theory of Interest is concerned with the measurement of interest and the various ways interest affects what is often called the time value of money (TVM). Interest is most simply defined as the compensation that a borrower pays to a lender for the use of capital. The goal of this book is to provide the mathematical understandings of interest and the time value of money needed to succeed on the actuarial examination covering interest theory Key Features Helps prepare students for the SOA Financial Mathematics Exam Provides mathematical understanding of interest and the time value of money needed to succeed in the actuarial examination covering interest theory Contains many worked examples, exercises and solutions for practice Provides training in the use of calculators for solving problems A complete solutions manual is available to faculty adopters online

Offers a collection of chapters that take a new look at mathematics.

Mathematics teachers often struggle to motivate their students. One way to cultivate and maintain student interest is for teachers to incorporate popular media into their methodology. Organized on the subject strands of the Common Core, this book explores math concepts featured in contemporary films and television shows and offers numerous examples high school math teachers can use to design lessons using pop culture references. Outlines for lessons are provided along with background stories and historical references.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

The presented book has been prepared on the basis of the latest syllabus of Uttar Pradesh Teacher Eligibility Test (UPTET) Mathematics & Science, for class 6 to 8. Presented book highly relevant to exam based paper. All questions are set by studying syllabus deeply and inspecting them in the context of UPTET questions, make important facts in question format. Attempts have been made to incorporate to present questions from all the chapters. An attempt has been made to explain the important facts in simple words, so that the candidate can easily understand the subject matter and answer the questions in examination.

In a world where corporate governance scandals have become the everyday, the role of business schools in producing the managers of today – and tomorrow – has come into sharp focus. Today's managers and the MBAs that will follow them are in need of an education that grounds business ethics and the overarching concerns of sustainable development into the curriculum. As some, but by no means all, organisations are coming to realise, bad performance in environmental protection, labour practices and human rights is no longer a "soft" issue but one that can hit the bottom line with a vengeance. So, what is the state of the art in teaching business sustainability worldwide, and what teaching practices and tools are achieving successful results? This book begins to answer these questions and more. There are many challenges facing educators in the field of sustainability. It is an evolving field still in its infancy as a management discipline; and there is also the need to combat the unstated but often underlying assumption that many environmental and social issues represent non-valued-added effort. Teaching Business Sustainability acknowledges this problem, while helping students explore the various ways in which the theoretical value of business sustainability can result in valuable and value-added practical outcomes. A wide mix of approaches is therefore indicated; while many of these are experimental and on the leading edge of management learning, they all share an experiential (and often a team-based) element, and attempt to bring together the theory in a way that makes it relevant to practitioners in the field. The implication is that, whenever possible, educators need to link the learning to the students' immediate and pressing "real-world" realities. This applies equally to undergraduates or high-level executives. However, in the absence of immediate examples of such realities (as may often be the case in undergraduate settings) educators need to introduce experientially based approaches that recreate such settings in the classroom. The book also argues the case for holistic and interdisciplinary learning. It is clear from much of the literature on sustainability that the concept does not easily lend itself to being pigeonholed and that it crosses many of the functional areas of business. Indeed, it goes beyond just business learning to encompass many fields such as ecology, engineering and biology. If students are to move beyond the narrow perspective that conventional business studies often entail, they need to be introduced to the wider vision that an interdisciplinary approach engenders. The final point that emerges

from this collection is that experiential learning of business sustainability often can, and should be, fun! Be it a heated exchange in a case-study discussion, a role-play exercise or a hands-on student consulting project, much experiential learning seems to excite the imagination of the students and to release their creative juices. The 23 contributions to Teaching Business Sustainability have been divided into three thematic groups. In the first section, 'Theory, Critique and Ideas', the authors explore and critique some of the overarching ideas and thinking behind the teaching of sustainability. The next section, 'Learning from Current Practice', contains the experiences of a number of educators and the successful and leading-edge approaches that they have used. The final section then outlines tools, methods and approaches that can be used to teach business sustainability. This last section also serves as an introduction to a second volume – Teaching Business Sustainability Vol. 2 – which provides educators of sustainability with a series of case studies, role plays and experiential exercises. Teaching Business Sustainability is an invaluable resource both for educators working in a wide range of academic disciplines, looking for inspiration and guidance on how to teach business sustainability, as well as for organisations looking to reinvigorate internal management education programmes to factor in corporate responsibility and sustainability issues.

This book is the result of a joint venture between Professor Akio Kawauchi, Osaka City University, well-known for his research in knot theory, and the Osaka study group of mathematics education, founded by Professor Hirokazu Okamori and now chaired by his successor Professor Tomoko Yanagimoto, Osaka Kyoiku University. The seven chapters address the teaching and learning of knot theory from several perspectives. Readers will find an extremely clear and concise introduction to the fundamentals of knot theory, an overview of curricular developments in Japan, and in particular a series of teaching experiments at all levels which not only demonstrate the creativity and the professional expertise of the members of the study group, but also give a lively impression of students' learning processes. In addition the reports show that elementary knot theory is not just a preparation for advanced knot theory but also an excellent means to develop spatial thinking. The book can be highly recommended for several reasons: First of all, and that is the main intention of the book, it serves as a comprehensive text for teaching and learning knot theory. Moreover it provides a model for cooperation between mathematicians and mathematics educators based on substantial mathematics. And finally it is a thorough introduction to the Japanese art of lesson studies—again in the context of substantial mathematics. The purpose in writing this edition has been to bring together in one volume the substance of the best contemporary thought on the most significant issues relevant to the teaching and learning of secondary-school mathematics. This book is useful both as a basic textbook in undergraduate or graduate classes for prospective or in-service teachers of mathematics, and as a helpful source of suggestions and supplementary references for the more intensive study of particular ideas.

Critical Race Theory in Mathematics Education brings together scholarship that uses critical race theory (CRT) to provide a comprehensive understanding of race, racism, social justice, and experiential knowledge of African Americans' mathematics education. CRT has gained traction within the educational research sphere, and this book extends and applies this framework to chronicle the paths of mathematics educators who advance and use CRT. This edited collection brings together scholarship that addresses the racial challenges thrust upon Black learners and the gatekeeping nature of the discipline of mathematics. Across the ten chapters, scholars expand the uses of CRT in mathematics education and share insights with stakeholders regarding the racialized experiences of mathematics students and educators. Collectively, the volume explains how researchers, practitioners, and policymakers can use CRT to examine issues of race, racism, and other forms of oppression in mathematics education for Black children and adults.

The superior performance of East Asian students in recent international studies of mathematics achievement has attracted the attention of educators and policy makers worldwide. Xinrong Yang focuses on exploring how an expert mathematics teacher is conceptualized by mathematics educators in China and the characteristics that expert mathematics teachers share. The author adopts a sociocultural theory and a prototypical view of conception in this study of teacher expertise and shows that some of the roles expected to be played by expert mathematics teachers in China, such as being at the same time a researcher, a mentor, an expert in examination, and an exemplary model, are quite different from the roles expected of an expert teacher in Western cultures. In addition, some characteristics of expert mathematics teachers the author identifies are different from those reported in previous studies. Examples include the expert mathematics teachers' contemporary-constructivist oriented beliefs about mathematics and its learning and teaching, and their ability to teach with flexibility, balance, and coherence.

The audience remains much the same as for the 1992 Handbook, namely, mathematics education researchers and other scholars conducting work in mathematics education. This group includes college and university faculty, graduate students, investigators in research and development centers, and staff members at federal, state, and local agencies that conduct and use research within the discipline of mathematics. The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work. The Handbook should also be a useful textbook for graduate research seminars. In addition to the audience mentioned above, the present Handbook contains chapters that should be relevant to four other groups: teacher educators, curriculum developers, state and national policy makers, and test developers and others involved with assessment. Taken as a whole, the chapters reflect the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community.

This manual is written to accompany Mathematical Interest Theory, by Leslie Jane Federer Vaaler and James Daniel. It includes detailed solutions to the odd-numbered problems. There are solutions to 239 problems, and sometimes more than one way to reach the answer is presented. In keeping with the presentation of the text, calculator discussions for the Texas Instruments BA II Plus or BA II Plus Professional calculator is typeset in a different font from the rest of the text.

Special relativity and quantum mechanics are likely to remain the two most important languages in physics for many years to come. The underlying language for both disciplines is group theory. Eugene P. Wigner's 1939 paper on the Unitary Representations of the Inhomogeneous Lorentz Group laid the foundation for unifying the concepts and algorithms of quantum mechanics and special relativity. In view of the strong current interest in the space-time symmetries of elementary particles, it is safe to say that Wigner's

1939 paper was fifty years ahead of its time. This edited volume consists of Wigner's 1939 paper and the major papers on the Lorentz group published since 1939. . This volume is intended for graduate and advanced undergraduate students in physics and mathematics, as well as mature physicists wishing to understand the more fundamental aspects of physics than are available from the fashion-oriented theoretical models which come and go. The original papers contained in this volume are useful as supplementary reading material for students in courses on group theory, relativistic quantum mechanics and quantum field theory, relativistic electrodynamics, general relativity, and elementary particle physics. This reprint collection is an extension of the textbook by the present editors entitled "Theory and Applications of the Poincare Group." Since this book is largely based on the articles contained herein, the present volume should be viewed as a reading for the previous work. continuation of and supplementary We would like to thank Professors J. Bjorken, R. Feynman, R. Hofstadter, J.

Your complete guide to mastering basic and advanced techniques for interest rate derivative modeling and pricing Interest rate trading constitutes the largest sector of the world derivatives market. Interest rate contracts are a much valued risk management tool used by the majority of the world's largest companies. But interest rate derivative modeling and pricing are extremely challenging tasks, requiring a thorough knowledge and practical expertise in advanced discrete and continuous mathematical modeling methods—practical knowledge which can only be gained through extensive problem solving and the application of contemporary interest rate tools and models to an array of market scenarios. Authored by a distinguished team of quantitative analysts with extensive experience in the field, this second volume in the landmark Problems and Solutions in Mathematical Finance offers you a quick, painless way to acquire that knowledge and expertise. The only book offering a problems-and-solutions approach to teaching interest rate and inflation index derivatives modelling Walks you step-by-step through the theoretical aspects of interest rate and inflation indexed derivatives as well as broad range real-world problems Extremely practical, it bridges the gap between mathematical theory and the everyday reality of the financial markets An ideal text for quantitative finance students and an essential go-to resource for busy practitioners looking to refresh their knowledge and enhance their practical expertise

This is a text that contains the latest in thinking and the best in practice. It provides a state-of-the-art statement on tertiary teaching from a multi-perspective standpoint. No previous book has attempted to take such a wide view of the topic. The book will be of special interest to academic mathematicians, mathematics educators, and educational researchers. It arose from the ICMI Study into the teaching and learning of mathematics at university level (initiated at the conference in Singapore, 1998).

This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical, curricular and pedagogical issues in the teaching of science and mathematics. It is contributed to by 130 researchers from 30 countries; it provides a logically structured, fully referenced guide to the ways in which science and mathematics education is, informed by the history and philosophy of these disciplines, as well as by the philosophy of education more generally. The first handbook to cover the field, it lays down a much-needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject. The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education, attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects. There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science; this handbook is uniquely positioned as a locus for the discussion. The handbook features sections on pedagogical, theoretical, national, and biographical research, setting the literature of each tradition in its historical context. It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching, and that lessons can be learnt from these engagements for the resolution of current theoretical, curricular and pedagogical questions that face teachers and administrators. Science educators will be grateful for this unique, encyclopaedic handbook, Gerald Holton, Physics Department, Harvard University This handbook gathers the fruits of over thirty years' research by a growing international and cosmopolitan community Fabio Bevilacqua, Physics Department, University of Pavia

"Cheryl Beaver, Laurie Burton, Maria Fung, Klay Kruczek, editors"--Cover.

This book rings forth the views of such a great academicians. The view articles included in this book will explain some of the salient educational beliefs of Dr. Marlow Ediger. The contents of this book include the views of Dr. Ediger on school climate, Learning, Portfolios, Staff Development, Collegial Climate, Multicultural curriculum, Motivation, Educational Philosophies, Student Teaching, Measurement and Evaluation, Achievement, Mathematics Reading, Technical Education, Social Studies, Adult Education, etc. Mathematical Interest Theory gives an introduction to how investments grow over time in a mathematically precise manner. The emphasis is on practical applications that give the reader a concrete understanding of why the various relationships should be true. Among the modern financial topics introduced are: arbitrage, options, futures, and swaps. The content of the book, along with an understanding of probability, will provide a solid foundation for readers embarking on actuarial careers. Mathematical Interest Theory includes more than 240 carefully worked examples. There are over 430 problems, and numerical answers are included in an appendix. A companion student solution manual has detailed solutions to the odd-numbered problems. Key Features • Detailed instruction on how to use the Texas Instruments BA II Plus and BA II Plus professional calculators. • Examples are worked out with the problem and solution delineated so that the reader can think about the problem before reading the solution presented in the text • Key formulas, facts and algorithms placed in boxes so that they stand out in the text, and new terms printed in boldface as they are introduced • Descriptive titles are given for the examples in the book,(i.e., "Finding $a(t)$ from $?t$ " or "Finding a bond's yield rate")to help students skimming the book quickly find relevant material. • Exercises feature applied

financial questions, • Writing activities for each chapter introduce each homework set.

Didactics of Mathematics as a Scientific Discipline describes the state of the art in a new branch of science. Starting from a general perspective on the didactics of mathematics, the 30 original contributions to the book, drawn from 10 different countries, go on to identify certain subdisciplines and suggest an overall structure or 'topology' of the field. The book is divided into eight sections: (1) Preparing Mathematics for Students; (2) Teacher Education and Research on Teaching; (3) Interaction in the Classroom; (4) Technology and Mathematics Education; (5) Psychology of Mathematical Thinking; (6) Differential Didactics; (7) History and Epistemology of Mathematics and Mathematics Education; (8) Cultural Framing of Teaching and Learning Mathematics. Didactics of Mathematics as a Scientific Discipline is required reading for all researchers into the didactics of mathematics, and contains surveys and a variety of stimulating reflections which make it extremely useful for mathematics educators and teacher trainers interested in the theory of their practice. Future and practising teachers of mathematics will find much to interest them in relation to their daily work, especially as it relates to the teaching of different age groups and ability ranges. The book is also recommended to researchers in neighbouring disciplines, such as mathematics itself, general education, educational psychology and cognitive science.

This book seeks to address the question of how the task of teaching mathematics to young children might be better understood. But rather than starting out with a conception of mathematics derived from the many histories mathematics might claim as its own we centre the analysis instead within the social practices that surround the teaching of the subject to children aged four to eleven in English primary schools today. That is, we do not commence with an a priori conception of mathematics and see what people are saying about it. Rather, we start from what people are saying and see where this points. We probe how the desires of society have manifested themselves in a societal decision to teach mathematics and how this decision now shapes that which is called "mathematics". We focus on the operation of the noun "mathematics" and verb "mathematical" and consider how the meanings of these terms derive from the social domain in which they are being used. This extends and develops a conception of how language intervenes in the task of mathematics education presented elsewhere (Brown, 2001). In this present book however, we have a particular focus on trainee and newly qualified teachers, with a view to pinpointing how this conception of mathematics manifests itself in their evolving practices. We question how such teachers with many years of experience as a pupil in school might now re-orient themselves towards the demands of teaching mathematics in schools.

The essential teaching theory and practice text for primary mathematics. Covering the skills of planning, monitoring and assessment and class management, it relates these specifically to primary mathematics. With full coverage of the theory and practice required for effective and creative mathematics teaching, this text is an essential guide for all trainees working towards QTS. Throughout, practical guidance and features support trainees to translate this learning to the classroom, embed ICT in their lessons and to understand the wider context of their teaching. This 7th edition has been updated in line with the new National Curriculum.

The Handbook of Mathematics Teacher Education, the first of its kind, addresses the learning of mathematics teachers at all levels of schooling to teach mathematics, and the provision of activity and programmes in which this learning can take place. It consists of four volumes. Volume 2, Tools and Processes in Mathematics Teacher Education, focuses on the "how" of mathematics teacher education.

This book presents the main research veins developed within the framework of the Anthropological Theory of the Didactic (ATD), a paradigm that originated in French didactics of mathematics. While a great number of publications on ATD are available in French and Spanish, Working with the Anthropological Theory of the Didactic in Mathematics Education is the first directed at English-speaking international audiences. Written and edited by leading researchers in ATD, the book covers all aspects of ATD theory and practice, including teaching applications. The chapters feature the most relevant and recent investigations presented at the 6th international conference on the ATD, offering a unique opportunity for an international audience interested in the study of mathematics teaching and learning to keep in touch with advances in educational research. The book is divided into four sections and the contributions explore key topics such as: The core concept of 'praxeology', including its development and functionalities The need for new teaching praxeologies in the paradigm of questioning the world The impact of ATD on the teaching profession and the education of teachers This is the second volume in the New Perspectives on Research in Mathematics Education. This comprehensive casebook is an indispensable resource for researchers, teachers and graduate students around the world.

Proceedings of the International Conference on Cybernetics and Informatics (ICCI 2012) covers the hybridization in control, computer, information, communications and applications. ICCI 2012 held on September 21-23, 2012, in Chongqing, China, is organized by Chongqing Normal University, Chongqing University, Nanyang Technological University, Shanghai Jiao Tong University, Hunan Institute of Engineering, Beijing University, and sponsored by National Natural Science Foundation of China (NSFC). This two volume publication includes selected papers from the ICCI 2012. Covering the latest research advances in the area of computer, informatics, cybernetics and applications, which mainly includes the computer, information, control, communications technologies and applications.

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