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The distance formula in noncommutative geometry was introduced by Connes at the end of the 1980s. It is a generalization of Riemannian geodesic distance that makes sense in a noncommutative setting, and provides an original tool to study the geometry of the space of states on an algebra. It also has an intriguing echo in physics, for it yields a metric interpretation for the Higgs field. In the 1990s, Rieffel noticed that this distance is a noncommutative version of the Wasserstein distance of order 1 in the theory of optimal transport. More exactly, this is a noncommutative generalization of Kantorovich dual formula of the Wasserstein distance. Connes distance thus offers an unexpected connection between an ancient mathematical problem and the most recent discovery in high energy physics. The meaning of this connection is far from clear. Yet, Rieffel's observation suggests that Connes distance may provide an interesting starting point for a theory of optimal transport in

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noncommutative geometry. This volume contains several review papers that will give the reader an extensive introduction to the metric aspect of noncommutative geometry and its possible interpretation as a Wasserstein distance on a quantum space, as well as several topic papers.

An accounting study guide with questions, and answers is a helpful tool for anyone that is taking an an accounting class. An accounting course book covers topics extensively. With the study guide the person can take the quizzes, and check their answers. The study guide shows which answer is correct. Some study guide books will explain why the other answers is close, but not correct. Once the person takes the quiz on a specific topic. They will find out where their weakness is, and what areas they have to study. The book will help them prepare for class exams, and any professional exams they may take.

“ Witty, compelling, and just plain fun to read . . . ” —Evelyn Lamb, Scientific American  
The Freakonomics of math—a math-world superstar unveils the hidden beauty and logic of the world and puts its power in our hands  
The math we learn in school can seem like a dull set of rules, laid down by the ancients and not to be questioned. In How Not to Be Wrong, Jordan Ellenberg shows us how terribly limiting this view is: Math isn ’ t confined to abstract incidents that never occur in real life, but rather

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touches everything we do—the whole world is shot through with it. Math allows us to see the hidden structures underneath the messy and chaotic surface of our world. It ' s a science of not being wrong, hammered out by centuries of hard work and argument. Armed with the tools of mathematics, we can see through to the true meaning of information we take for granted: How early should you get to the airport? What does “ public opinion ” really represent? Why do tall parents have shorter children? Who really won Florida in 2000? And how likely are you, really, to develop cancer? How Not to Be Wrong presents the surprising revelations behind all of these questions and many more, using the mathematician ' s method of analyzing life and exposing the hard-won insights of the academic community to the layman—minus the jargon. Ellenberg chases mathematical threads through a vast range of time and space, from the everyday to the cosmic, encountering, among other things, baseball, Reaganomics, daring lottery schemes, Voltaire, the replicability crisis in psychology, Italian Renaissance painting, artificial languages, the development of non-Euclidean geometry, the coming obesity apocalypse, Antonin Scalia ' s views on crime and punishment, the psychology of slime molds, what Facebook can and can ' t figure out about you, and the existence of God. Ellenberg pulls from history as well as from the latest theoretical developments to provide those not trained in math with the knowledge they need. Math, as Ellenberg says, is “ an atomic-powered prosthesis that you attach to your common sense, vastly multiplying its reach and strength. ” With the tools of mathematics in hand, you can understand the world in a deeper, more meaningful way. How Not to Be Wrong will show you how.



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In this book, nationally renowned scholars join classroom teachers to share equity-oriented approaches that have been successful with urban high school mathematics students. Compiling for the first time major research findings and practitioner experiences from Railside High School, the volume describes the evolution of a fundamentally different conception of learners and teaching. The chapters bring together research and reflection on teacher collaboration and professional community, student outcomes and mathematics classroom culture, reform curricula and pedagogy, and ongoing teacher development. Mathematics for Equity will be invaluable reading for teachers, schools, and districts interested in maintaining a focus on equity and improving student learning while making sense of the new demands of the Common Core State Standards. Book Features: Core principles of an equity-centered mathematics program. Examples of how to focus and organize the collaborative work of a math department to develop a shared pedagogy. Student experiences with an equity pedagogy that focuses on building perseverance, flexibility in thinking, and deep conceptual understanding. Connections between reconceptualizing learners and teaching, and achieving deep mathematics learning and equitable outcomes. Contributors include: Jo Boaler, Ilana Seidel Horn, Judith Warren Little, and Rachel Lotan. “ Mathematics for Equity provides a kaleidoscopic view, in the voices of teachers, researchers, and students themselves, of one of the nation ’ s most ambitious and successful attempts at teaching mathematics for equity. It shows what it takes to create a climate that supports students and teachers in engaging in

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meaningful mathematical activity—and, alas, how vulnerable such environments are to the wrong kinds of ‘ accountability. ’ Read it and learn. ” —Alan H. Schoenfeld, University of California at Berkeley “ Want to fix what's wrong with mathematics instruction in your school? Read this book with your colleagues and do what it inspires you to do. Written by the brave teachers and former students who did it, as well as researchers. ” —Phil Daro, writing team, Common Core Standards, Strategic Education Research Partnership

Mathematical Statistics with Applications in R, Second Edition, offers a modern calculus-based theoretical introduction to mathematical statistics and applications. The book covers many modern statistical computational and simulation concepts that are not covered in other texts, such as the Jackknife, bootstrap methods, the EM algorithms, and Markov chain Monte Carlo (MCMC) methods such as the Metropolis algorithm, Metropolis-Hastings algorithm and the Gibbs sampler. By combining the discussion on the theory of statistics with a wealth of real-world applications, the book helps students to approach statistical problem solving in a logical manner. This book provides a step-by-step procedure to solve real problems, making the topic more accessible. It includes goodness of fit methods to identify the probability

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distribution that characterizes the probabilistic behavior of a given set of data. Exercises as well as practical, real-world chapter projects are included, and each chapter has an optional section on using Minitab, SPSS and SAS commands. The text also boasts a wide array of coverage of ANOVA, nonparametric, MCMC, Bayesian and empirical methods; solutions to selected problems; data sets; and an image bank for students. Advanced undergraduate and graduate students taking a one or two semester mathematical statistics course will find this book extremely useful in their studies. Step-by-step procedure to solve real problems, making the topic more accessible Exercises blend theory and modern applications Practical, real-world chapter projects Provides an optional section in each chapter on using Minitab, SPSS and SAS commands Wide array of coverage of ANOVA, Nonparametric, MCMC, Bayesian and empirical methods

An authorised reissue of the long out of print classic textbook, Advanced Calculus by the late Dr Lynn Loomis and Dr Shlomo Sternberg both of Harvard University has been a revered but hard to find textbook for the advanced calculus course for decades. This book is based on an honors course in advanced calculus that the authors gave in the 1960's. The foundational material, presented in the unstarred sections of Chapters 1 through 11, was normally covered, but different applications of this basic material were stressed from year to year, and the book therefore contains more material than was covered in any one year. It can accordingly be used (with omissions) as a text for a year's course in advanced calculus, or as a text for a

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three-semester introduction to analysis. The prerequisites are a good grounding in the calculus of one variable from a mathematically rigorous point of view, together with some acquaintance with linear algebra. The reader should be familiar with limit and continuity type arguments and have a certain amount of mathematical sophistication. As possible introductory texts, we mention Differential and Integral Calculus by R Courant, Calculus by T Apostol, Calculus by M Spivak, and Pure Mathematics by G Hardy. The reader should also have some experience with partial derivatives. In overall plan the book divides roughly into a first half which develops the calculus (principally the differential calculus) in the setting of normed vector spaces, and a second half which deals with the calculus of differentiable manifolds.

This text offers guidance to teachers, mathematics coaches, administrators, parents, and policymakers. This book: provides a research-based description of eight essential mathematics teaching practices ; describes the conditions, structures, and policies that must support the teaching practices ; builds on NCTM's Principles and Standards for School Mathematics and supports implementation of the Common Core State Standards for Mathematics to attain much higher levels of mathematics achievement for all students ; identifies obstacles, unproductive and productive beliefs, and key actions that must be understood, acknowledged, and addressed by all stakeholders ; encourages teachers of mathematics to engage students in mathematical thinking, reasoning, and sense making to significantly strengthen teaching and learning.

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