

Tasks N

Motonori Yamaguchi,Timothy N Welsh,Karl Christoph Klauer,Kerstin Dittrich

Using and Improving OpenMP for Devices, Tasks, and More Luiz DeRose, Bronis R. de Supinski, Stephen L. Olivier, Barbara M. Chapman, Matthias S. Müller, 2014-09-23 This book constitutes the refereed proceedings of the 10th International Workshop on OpenMP, held in Salvador, Brazil, in September 2014. The 16 technical full papers presented were carefully reviewed and selected from 18 submissions. The papers are organized in topical sections on tasking models and their optimization; understanding and verifying correctness of OpenMP programs; OpenMP memory extensions; extensions for tools and locks; experiences with OpenMP device constructs.

Problems, Tasks and Outcomes E. Matilda Goldberg, Jane Gibbons, Ian Sinclair, 2021-11-07 In the 1980s, although most social workers organised their time and described their work in terms of cases, research studies had cast serious doubts on the efficacy of working in this way. As a result, there had been growing anxiety about what social workers do, what they ought to do, and the training they needed. Task-centred casework was an approach to social work which proposed a solution to some aspects of this dilemma. Growing out of the surprising results of an American research study, it broke free from the traditional psycho-analytic approach to casework. It aimed at clarity of purpose, a concentration on the clients' perceptions of the problems, openness about clients' and helpers' intentions and agreement about what is to be done and achieved within a specified time. Originally published in 1985, this book brings together three British studies that accompanied, and in some respects pioneered, the introduction of task-centred casework into the United Kingdom. The studies describe and evaluate task-centred casework with social services department clients, with young people on probation, and with men and women referred to hospital after poisoning themselves. The research suggests what task-centred casework can and cannot achieve, describes how clients experience it and seeks to define the skills it requires. The studies also provide some reasons why many previous studies of social work have failed to find evidence for social work effectiveness. The book uses much case material to illustrate methods of task-centred casework and its outcomes as seen by clients, social workers, and an independent outsider. It should still be of interest to social workers, teachers of social work, and social work students. More generally, it will be welcomed by all those who are interested in building social work on a surer basis than anecdote and fashion.

What's Shared in Sharing Tasks and Actions? Processes and Representations Underlying Joint Performance Motonori Yamaguchi, Timothy N Welsh, Karl Christoph Klauer, Kerstin Dittrich, 2019-07-19 This eBook is a collection of articles from a Frontiers Research Topic. Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series: they are collections of at least ten articles, all centered on a particular subject. With their unique mix of varied contributions from Original Research to Review Articles, Frontiers Research Topics unify the most influential researchers, the latest key findings and historical advances in a hot research area! Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office: frontiersin.org/about/contact.

Mathematics Instruction: Goals, Tasks And Activities - Yearbook 2018, Association Of Mathematics Educators Toh Pee Choon, Chua Boon Liang, 2018-05-18 The book, the tenth volume in the series of yearbooks by the Association of Mathematics Educators in Singapore, comprises 14 chapters written by renowned researchers in mathematics education. The chapters offer mathematics teachers a cache of teaching ideas and resources for classroom instruction. Readers will find various task design principles, examples of mathematical tasks used in classrooms and teaching approaches to implement the tasks. Through these discussions, readers are invited to reflect and rethink their beliefs about mathematics teaching and learning in the 21st century, and reexamine the tasks and activities that they use in the classroom, in order to bring about positive impact on students' learning of mathematics. This book contributes towards literature in the field of mathematics education, specifically on mathematics instruction and the design of mathematical tasks and activities. Contents: Tasks and Activities in the Mathematics Classroom (Boon Liang CHUA and Pee Choon TOH) From Task to Activity: Noticing Affordances, Design, and Orchestration (CHOY Ban Heng) Affordances of Typical Problems (Jaguthsing DINDYAL) Mathematical Tasks Enacted by Two Competent Teachers to Facilitate the Learning of Vectors by Grade Ten Students (Berinderjeet KAUR, Lai Fong WONG and Chong Kiat CHEW) Use of Comics and Its Adaptation in the Mathematics Classroom (TOH Tin Lam, CHAN Chun Ming Eric, CHENG Lu Pien, LIM Kam Ming and LIM Lee Hean) Designing and Implementing Scientific Calculator Tasks and Activities (Barry KISSANE) Engaging the Hearts of Mathematics Learners (Joseph B W YEO) Developing Interaction Toward the Goal of the Lesson in a Primary Mathematics Classroom (Keiko HINO) Designing and Implementing Activities in the Flipped Classroom in the Singapore Primary Mathematics Classroom (CHENG Lu Pien, NG Swee Fong, TAN Bee Kian Jasmine Susie and NG Ee Noch) Designing Mathematical Modelling Activities for the Primary Mathematics Classroom (Chun Ming Eric CHAN, Rashidah VAPUMARICAN and Huanjia Tracy LIU) Extending d104book Exercises into Short Open-Ended Tasks for Primary Mathematics Classroom Instruction (YEO Kai Kow Joseph) Integrating Problem Posing into Mathematical Problem Solving: An Experimental Study (JIANG Chunlian and CHUA Boon Liang) A Vicennial Walk Through 'A' Level Mathematics in Singapore: Reflecting on the Curriculum Leadership Role of the JC Mathematics Teacher (Weng Kin HO and Christina RATNAM-LIM) Probability: Theory and Teaching (YAP Von Bing) Readership: Graduate students, researchers, practitioners and teachers in mathematics. Keywords: Mathematics; Instruction; Task Design; Singapore; Teachers; Instruction Review: Key Features: Firstly it has a focused theme: Mathematics instruction and task design, which is of prime concern to mathematics educators Secondly it is written by university scholars who work closely with classroom mathematics teachers thereby drawing on their research knowledge and classroom experiences Lastly, the book is rich resource, of tried and tested practical know-how of approaches that promote mathematics learning, for mathematics educators in Singapore schools and elsewhere

Teaching, Tasks, and Trust John Brehm, Scott Gates, 2008-06-20 The mere word bureaucracy brings to mind images of endless lines, piles of paperwork, and frustrating battles over rules and red tape. But some bureaucracies are clearly more efficient and responsive than others. Why? In *Teaching, Tasks, and Trust*, distinguished political scientists John Brehm and Scott Gates show that a good part of the answer may be found in the roles that middle managers play in teaching and supporting the front-line employees who make a bureaucracy work. Brehm and Gates employ a range of sophisticated modeling and statistical methods in their analysis of employees in federal agencies, police departments, and social service centers. Looking directly at what front-line workers say about their supervisors, they find that employees who feel they have received adequate training have a clearer understanding of the agency's mission, which leads to improved efficiency within their departments. Quality training translates to trust – employees who feel supported and well-trained for the job are more likely to trust their supervisors than those who report being subject to constant monitoring and a strict hierarchy. Managers who stand up for employees—to media, government, and other agency officials—are particularly effective in cultivating the trust of their workers. And trust, the authors find, motivates superior job performance and commitment to the agency's mission. Employees who trust their supervisors report that they work harder, put in longer hours, and are less likely to break rules. The authors extend these findings to show that once supervisors gain trust, they enjoy greater latitude in influencing how employees allocate their time while working. Brehm and Gates show how these three executive roles are interrelated—training and protection for employees gives rise to trust, which provides supervisors with the leverage to stimulate improved performance among their workers. This new model—which frames supervisors as teachers and protectors instead of taskmasters—has widespread implications for training a new generation of leaders and creating more efficient organizations. Bureaucracies are notorious for inefficiency, but mid-level supervisors, who are often regarded as powerless, retain tremendous power to build a more productive workforce. *Teaching, Tasks, and Trust* provides a fascinating glimpse into a bureaucratic world operating below the radar of the public eye—a world we rarely see while waiting in line or filling out paperwork. A Volume in the Russell Sage Foundation Series on Trust

Theoretical foundations of engineering. Tasks and problems Boiko T., Boiko P., Muzyka N., Ключка С., Сорока М., Чемерис І., Білик Л., Сич В., Bereziuk O., Lemeshev M., Cherepakha D., Chovniuk Y., Moskvitina A., Shishina M., Kravchuk V., Usenko V., Vorontsov O., Usenko I., Kodak O., Boyko V., Vasylenko O., Moskalenko K., Stashenko M., Tanirverdiev A., El Echcheikh A.D., Бабенцова О., Курілович К., Сліпченко В., Шаламова К., Коваленко А.С., Пузачова А.С., Шаламова К., Польщікова Н.В., Марценюк О.І., Жарська М., Вербовецька В., Goolak S., Petrenko A., Lukashova N., Shavkun V., Fediushko A., Fedyushko Y., Azarkhov A., Sili I., Fediushko M., Gorobets V., Trokhaniak V., Antypov I., Spodyniuk N., Kliuieva O., Rusanov S., Luniaka K., Kliuiev O., Lys S., Yurasova O., Galyanchuk I., Идрисова А.Е., Рахымбеков А.Ж., Horishnii P., Topchii O., Shevchenko I., Kotliar Y., Petryna A., Taranchuk A., Pidchenko S., Рижков Е., Синиціна Ю., Станіна О., Бернацький А., Соколовський М., Сіора О., Лукашенко В., Шамсутдінова Н., Пимонов І., Шевченко В., Олейникова А., Погорелый И.,

Щукін О., Орел О., Sigarev E., Dovzhenko O., Lobanov Y., Chernyatevich I., Chubina O., Sapronova S., Vdovychenko V., Ivanov I., Капа І., Карий О., 2021-12-20 Collective monograph

An Investigation of Teachers' Questions and Tasks to Develop Reading Comprehension Ghazali Mustapha, 2020-02-03 Teachers are constantly seeking ways to improve their teaching and thereby enhance the learning of their students. One method of doing this is to bring critical and creative thinking skills to the forefront of the curriculum. This has been emphasized by the Malaysian Ministry of Education via the KBSM syllabus in order to teach critical and creative thinking by considering the use of programs like Bloom's taxonomy of educational objectives in classroom practice. This study demonstrates how the higher-order skills can be integrated into the secondary school reading curriculum. The main aim of the study is to investigate how teachers design reading comprehension questions (RCQs) and reading comprehension tasks (RCTs) in relation to the demands of higher-order thinking to produce students with critical minds. It focuses primarily on the use of COGAFF taxonomy (a cognitive-affective taxonomy adapted from Bloom's and Krathwohl's) to formulate higher-order reading questions and tasks as a means to develop critical and creative thinking skills. In a pilot study in Britain (with forty Malaysian teachers) and in the main field study in Malaysia, 150 subjects (teachers and student teachers) have yielded about one thousand RCQs and one thousand RCTs. In line with many research findings of question and task design, 91.2% of the RCQs and 83.6% of RCTs produced during the pretest were of low-order types. Subjects attended a workshop emphasizing question and task designing using the COGAFF taxonomy. Dramatically, during the posttest, 74.4% of the RCQs and 80.6% of the RCTs were transformed into higher-order inferential forms. The other major thrust of the study is to demonstrate how higher-order questions can be used to design equally higher-order tasks that can be utilized as a thinking skills approach in the teaching of reading comprehension lessons in secondary schools. Thinking tools and strategies as suggested by Beyer, Guilford, Gardner, and several others and their implications for the teaching of reading comprehension and training of teachers in Malaysia are also discussed.

A Job Analysis Technique for Determining Job Tasks and Performance Skills Richard D. Neidig, 1977

Designing Authentic Performance Tasks and Projects Jay McTighe, Kristina J. Doubet, Eric M. Carbaugh, 2020-02-18 Aimed at the growing number of educators who are looking to move beyond covering the curriculum, *Designing Authentic Performance Tasks and Projects* provides a comprehensive guide to ensuring students' deeper learning—in which they can transfer their knowledge, skills, and understandings to the world beyond the classroom. Readers will learn how to * Create authentic tasks and projects to address both academic standards and 21st century skills. * Apply task frames to design performance tasks that allow voice and choice for students. * Design and use criterion-based evaluation tools and rubrics for assessment, including those for students to use in self-assessment and peer assessment. * Incorporate performance-based instructional strategies needed to prepare students for authentic performance. * Differentiate tasks and projects for all students, including those needing additional support or challenge. * Effectively manage the logistics of a performance-based classroom. * Use project management approaches to facilitate successful implementation of tasks and projects. * Develop performance-based curriculum at the program, school, and district levels. Authors Jay McTighe, Kristina J. Doubet, and Eric M. Carbaugh provide examples and resources across all grade levels and subject areas. Teachers can use this practical guidance to transform their classrooms into vibrant centers of learning, where students are motivated and engaged and see relevance in the work they are doing.

Tasks and Criteria in Performance Assessment Annie Brown, Kathryn Hill, 2009 This volume includes selected papers from the 28th Language Testing Research Colloquium, held at the University of Melbourne (Australia) in July 2006. The papers selected for this volume share a common theme - that of 'performance'. Not only do they focus on performance assessments of second or foreign language speaking and writing, but they also focus on the performance of the participants - the candidate (or candidates) and the raters - and the construction of that performance through the tasks and the assessment criteria.

English Teacher's Guide to Performance Tasks and Rubrics Amy Benjamin, 2013-11-20 This book provides step-by-step procedures, student hand-outs, and samples of student work.

The Academic Profession in Europe: New Tasks and New Challenges Barbara M. Kehm, Ulrich Teichler, 2012-08-21 This book is the first of several with the results of a collaborative European project supported by the European Science Foundation on changes in the academic profession in Europe (EUROAC). It provides a short description of the ESF EUROHESC programme and the particular forms of international collaborative research projects which are funded under the umbrella of this programme. It then outlines the EUROAC project. This project has chosen three foci (governance, professionalisation, academic careers) to analyse changes in the work of the academic profession. The first results in the form of in-depth literature reviews constitute the content of the book. These eight literature reviews about the state of the art of existing research feature the various dimensions of the overall theme. A particular emphasis is put on factors leading to changes in the work tasks of the academic profession in Europe and how the academic profession is coping with these new challenges. Thus, the book provides a state of the art account of existing research about the following themes: main results of previous studies on the academic profession; the academic profession and their interaction with new higher education professionals; professional identities in higher education; extending work tasks: civic mission and sustainable development; academic careers in academic markets; the changing role of academics in the face of rising managerialism; the influence of quality assurance, governance, and relevance on the satisfaction of the academic profession.

Multitasking: Executive Functioning in Dual-Task and Task Switching Situations Tilo Strobach, Mike Wendt, Markus Janczyk, 2018-03-27 Multitasking refers to performance of multiple tasks. The most prominent types of multitasking are situations including either temporal overlap of the execution of multiple tasks (i.e., dual tasking) or executing multiple tasks in varying sequences (i.e., task switching). In the literature, numerous attempts have aimed at theorizing about the specific characteristics of executive functions that control interference between simultaneously and/or sequentially active component of task-sets in these situations. However, these approaches have been rather vague regarding explanatory concepts (e.g., task-set inhibition, preparation, shielding, capacity limitation), widely lacking theories on detailed mechanisms and/ or empirical evidence for specific subcomponents. The present research topic aims at providing a selection of contributions on the details of executive functioning in dual-task and task switching situations. The contributions specify these executive functions by focusing on (1) fractionating assumed mechanisms into constituent subcomponents, (2) their variations by age or in clinical subpopulations, and/ or (3) their plasticity as a response to practice and training.

Task Switching and Cognitive Control James Grange, George Houghton, 2014-04-25 One thing that separates human beings from the rest of the animal world is our ability to control behavior by referencing internal plans, goals, and rules. This ability, which is crucial to our success in a complex social environment, depends on the purposeful generation of task sets--states of mental readiness that allow each of us to engage with the world in a particular way or achieve a particular aim. This book reports the latest research regarding the activation, maintenance, and suppression of task sets. Chapters from many of the world's leading researchers in task switching and cognitive control investigate key issues in the field, from how we select the most relevant task when presented with distracting alternatives, to how we maintain focus on a task (eyes on the prize) and switch to a new one when our goals or external circumstances change. Chapters also explore the brain structures responsible for these abilities, how they develop during childhood, and whether they decline due to normal aging or neurological disorders. Of interest especially to scholars and students of cognitive psychology, the volume offers thorough, multi-disciplinary coverage of contemporary research and theories concerning this fundamental yet mysterious aspect of human brain function and behavior.

A Collection of Performance Tasks and Rubrics Deborah Blaz, 2001 First Published in 2001. Routledge is an imprint of Taylor & Francis, an informa company.

Assessing Information Processing and Online Reasoning as a Prerequisite for Learning in Higher Education Olga Zlatkin-Troitschanskaia, Patricia A. Alexander, James W. Pellegrino, 2022-10-06

Better Decision Making in Complex, Dynamic Tasks Hassan Qudrat-Ullah, 2014-06-16 Computer simulation-based education and training is a multi-billion dollar industry. With the increased complexity of organizational decision making, projected demand for computer simulation-based decisional aids is on the rise. The objective of this book is to enhance systematically our understanding of and gain insights into the general process by which human facilitated ILEs are effectively designed and used in improving users' decision making in dynamic tasks. This book is divided into four major parts. Part I serves as an introduction to the subject of "decision

making in dynamic tasks”, its importance and its complexity. Part II provides background material, drawing upon the relevant literature, for the development of an integrated process model on the effectiveness of human facilitated ILEs in improving decision making in dynamic tasks. Part III focuses on the design, development and application of Fish Bank ILE, in laboratory experiments, to gather empirical evidence for the validity of the process model. Finally, part IV presents a comprehensive analysis of the gathered data to provide a powerful basis for understating important phenomena of training with human facilitated simulation-based learning environments, thereby, help to drive critical lessons to be learned. This book provides the reader with both a comprehensive understanding of the phenomena encountered in decision making with human facilitated ILEs and a unique way of studying the effects of these phenomena on people’s ability to make better decision in complex, dynamic tasks. This book is intended to be of use to managers and practitioners, researchers and students of dynamic decision making. The background material of Part II provides a solid base to understand and organize the existing experimental research literature and approaches.

Getting Things Done David Allen,2015-03-17 The book Lifehack calls The Bible of business and personal productivity. A completely revised and updated edition of the blockbuster bestseller from 'the personal productivity guru'—Fast Company Since it was first published almost fifteen years ago, David Allen’s Getting Things Done has become one of the most influential business books of its era, and the ultimate book on personal organization. “GTD” is now shorthand for an entire way of approaching professional and personal tasks, and has spawned an entire culture of websites, organizational tools, seminars, and offshoots. Allen has rewritten the book from start to finish, tweaking his classic text with important perspectives on the new workplace, and adding material that will make the book fresh and relevant for years to come. This new edition of Getting Things Done will be welcomed not only by its hundreds of thousands of existing fans but also by a whole new generation eager to adopt its proven principles.

Investigating Tasks in Formal Language Learning Mar?a Del Pilar Garc?a Mayo,2007 This book brings together research that makes use of tasks to examine oral interaction, written production, vocabulary and reading, lexical innovation and pragmatics in different formal language learning contexts and in different languages (English, French, German, Italian and Spanish). It will be of interest to professionals and students working in SLA research and language pedagogy.

Sensor Signal and Information Processing II Wai Lok Woo ,Bin Gao,2020-12-29 In the current age of information explosion, newly invented technological sensors and software are now tightly integrated with our everyday lives. Many sensor processing algorithms have incorporated some forms of computational intelligence as part of their core framework in problem solving. These algorithms have the capacity to generalize and discover knowledge for themselves and learn new information whenever unseen data are captured. The primary aim of sensor processing is to develop techniques to interpret, understand, and act on information contained in the data. The interest of this book is in developing intelligent signal processing in order to pave the way for smart sensors. This involves mathematical advancement of nonlinear signal processing theory and its applications that extend far beyond traditional techniques. It bridges the boundary between theory and application, developing novel theoretically inspired methodologies targeting both longstanding and emergent signal processing applications. The topic ranges from phishing detection to integration of terrestrial laser scanning, and from fault diagnosis to bio-inspiring filtering. The book will appeal to established practitioners, along with researchers and students in the emerging field of smart sensors processing.

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