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A Guide to Solving Practical Problems Cambridge Book Company

If Dickens was nineteenth-century London personified, Herman Melville was the quintessential American. With a historian's perspective and a critic's insight, award-winning author Andrew Delbanco marvelously demonstrates that Melville was very much a man of his era and that he recorded - in his books, letters, and marginalia; and in conversations with friends like Nathaniel Hawthorne and with his literary cronies in Manhattan - an incomparable chapter of American history. From the bawdy storytelling of Typee to the spiritual preoccupations building up to and beyond Moby Dick, Delbanco brilliantly illuminates Melville's life and work, and his crucial role as a man of American letters.
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The Pearson Guide to MCA Entrance Examinations Springer
This is the first book to show the capabilities of Microsoft Excel to teach educational and psychological statistics effectively. It is a step-by-step exercise-driven guide for students and practitioners who need to master Excel to solve practical problems using statistics. If understanding statistics isn't your strongest suit, you are not especially mathematically-inclined, or if you are wary of computers, this is the right book for you. Excel, a widely available computer program for students and practitioners, is also an effective teaching and learning tool for quantitative analyses in courses in education and psychology. Its powerful computational ability and graphical functions make learning statistics much easier than in years past. However, Excel 2007 for Educational and Psychological Statistics: A Guide to Solving Practical Problems is the first book to capitalize on these improvements by teaching students and managers how to apply Excel to statistical techniques necessary in their courses and work. Each chapter explains statistical formulas and directs the reader to use Excel commands to solve specific, easy-to-understand statistics problems. Practice problems are provided at the end of each chapter with their solutions in an appendix. Separately, there is a full Practice Test (with answers in an Appendix) that allows readers to test what they have learned.

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Achievement tests play an important role in modern societies. They are used to evaluate schools, to assign students to tracks within schools, and to identify weaknesses in student knowledge. The GED is an achievement test used to grant the status of high school graduate to anyone who passes it. GED recipients currently account fo 12 percent of all high school credentials issued each year in the United States. But do achievement tests predict success in life? The Myth of Achievement Tests shows that achievement tests like the GED fail to measure important life skills. James J. Heckman, John Eric Humphries, Tim Kautz, and a group of scholars offer an indepth exploration of how the GED came to be used throughout the United States and why our reliance on it is dangerous. Drawing on decades of research, the authors show that, while GED recipients score as well on achievement tests as high school graduates who do not enroll in college, high school graduates vastly outperform GED recipients in terms of their earnings, employment opportunities, educational attainment, and health. The authors show that the differences in success between GED recipients and high school graduates are driven by character skills. Achievement tests like the GED do not adequately capture character skills like conscientiousness, perseverance, sociability, and curiosity. These skills are important in predicting a variety of life outcomes. They can be measured, and they can be taught. Using the GED as a case study, the authors explore what achievement tests miss and show the dangers of an educational system based on them. They call for a return to an emphasis on character in our schools, our systems of accountability, and our national dialogue. Contributor Eric Grodsky, University of Wisconsin-Madison Andrew Halpern-Manners, Indiana University Bloomington Paul A. LaFontaine, Federal Communications Commission Janice H. Laurence, Temple University Lois M. Quinn, University of Wisconsin-Milwaukee Pedro L. Rodríguez, Institute of Advanced Studies in Administration John Robert Warren, University of Minnesota, Twin Cities
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