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Elon Lages Lima was a Brazilian mathematician whose research concerned differential topology, algebraic topology, and differential geometry. Lima was an influential figure in the development of mathematics in Brazil. Lima was professor emeritus at Instituto Nacional de Matemática Pura e Aplicada of which he was the director during three separate periods. Lima has been twice recipient of the Prêmio Jabuti from the Câmara Brasileira do Livro, for his textbooks Espaços Métricos and ...

Elon Lages Lima - Wikipedia

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Analysis Real, Volumen 1. Instituto de Matematica y Ciencias Anees, UNI, 1997. 240pp. (Coleccion Textos del IMCA)
Lima, Elon Lages - Matemática
Elon Lages Lima (Macedió, 9 de julho de 1929 † Rio de Janeiro, 7 de maio de 2017) foi um matemático brasileiro. Mestre e doutor

Reissued in the Cambridge Mathematical Library this classic book outlines the theory of thermodynamic formalism which was developed to describe the properties of certain physical systems consisting of a large number of subunits. It is aimed at mathematicians interested in ergodic theory, topological dynamics, constructive quantum field theory, the study of certain differentiable dynamical systems, notably Anosov diffeomorphisms and flows. It is also of interest to theoretical physicists concerned with the conceptual basis of equilibrium statistical mechanics. The level of the presentation is generally advanced, the objective being to provide an efficient research tool and a text for use in graduate teaching. Background material on mathematics has been collected in appendices to help the reader. Extra material is given in the form of updates of problems that were open at the original time of writing and as a new preface specially written for this new edition by the author.

Exploring Probability in School provides a new perspective into research on the teaching and learning of probability. It creates this perspective by recognizing and analysing the special challenges faced by teachers and learners in contemporary classrooms where probability has recently become a mainstream part of the curriculum from early childhood through high school. The authors of the book discuss the nature of probability, look at the meaning of probabilistic literacy, and examine student access to powerful ideas in probability during the elementary, middle, and high school years. Moreover, they assemble and analyse research-based pedagogical knowledge for teachers that can enhance the learning of probability throughout these school years. With the book's rich application of probability research to classroom practice, it will not only be essential reading for researchers and graduate students involved in probability education; it will also capture the interest of educational policy makers, curriculum personnel, teacher educators, and teachers.

Doll draws relationships among the ideas advanced in chaos theory, Piagetian epistemology, cognitive theory, and the work of Dewey and Whitehead. In this book on the post-modern perspective on the curriculum, the author asserts that the post-modern model of organic change is not necessarily linear, uniform, measured and determined, but is one of emergence and growth, made possible by interaction, transaction, disequilibrium and consequent equilibrium. Transformation, not a set course, the book argues, should be the rule, and open-endedness is an essential feature of the post-modern framework. In the book, the author envisages a curriculum in which the teacher's role is not causal, but transformative. The curriculum is not the race course, but the journey itself; metaphors can be more useful than logic in generating dialogue in the community; and educative purpose, planning and evaluation is flexible and focused on process, not product. [Scholarly, yet direct and to the point, [Doll's] ideas make sense to front line educators in the real world of today's schools.] [Kenneth Graham, Seaford Union Free School District

This book is a well-informed and detailed analysis of the problems and development of algebraic topology, from Poincaré and Brouwer to Serre, Adams, and Thom. The author has examined each significant paper along this route and describes the steps and strategy of its proofs and its relation to other work. Previously, the history of the many technical developments of 20th-century mathematics had seemed to present insuperable obstacles to scholarship. This book demonstrates in the case of topology how these obstacles can be overcome, with enlightening results.... Within its chosen boundaries the coverage of this book is superb. Read it! [MathSciNet

This book gives a comprehensive picture of the activities and the creative heritage of Simon Stevin, who made outstanding contributions to various fields of science in particular, physics and mathematics and many more. Among the striking spectrum of his ingenious achievements, it is worth emphasizing, that Simon Stevin is rightly considered as the father of the system of decimal fractions as it is in use today. Stevin also urged the universal use of decimal fractions along with standardization in coinage, measures and weights. This was a most visionary proposal. Stevin was the first since Archimedes to make a significant new contribution to statics and hydrostatics. He truly was [uomo universal].The impact of the Stevin's works has been multilateral and worldwide, including literature (William Shakespeare), science (from Christian Huygens to Richard Feynman), politics (Thomas Jefferson) and many other fields. Thomas Jefferson, together with Alexander Hamilton and Robert Morris, advocated introducing the decimal monetary units in the USA with reference to the book [De Thienel] by S. Stevin and in particular to the English translation of the book: [Disime: The Art of Tenthsl by Robert Norton. In accordance with the title of this translation, the name of the first silver coin issued in the USA in 1792 was 'disime' (since 1837 the spelling changed to 'dime'). It was considered as a symbol of national independence of the USA.

After humanity's first manned mission to the Red Planet was lost, a second expedition arrives. The explorers prepare to exterminate the cockroaches that were used to transform the Martian environment, but are shocked to discover that the insects have mutated into giant, aggressive humanoid with one overriding goal:exterminate the humans! However, this crew of explorers has each undergone the [Bugs Procedure,] terrifying experimental surgery designed to make them more than human... -- VIZ Media

This book offers a new conceptual framework for reflecting on the role of information and communication technology in mathematics education. Discussion focuses on how computers, writing and oral discourse transform education at an epistemological as well as a political level. Building on examples, research and theory, the authors propose that knowledge is not constructed solely by humans, but by collectives of humans and technologies of intelligence.

Traces the development of mathematics from its beginnings in Babylonia and ancient Egypt to the work of Riemann and Godel in modern times

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