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This book constitutes the proceedings of the 7th International Conference on Scale Space and Variational Methods in Computer Vision, SSVN 2019, held in Hofgeismar, Germany, in June/July 2019. The 44 papers included in

this volume were carefully reviewed and selected for inclusion in this book. They were organized in topical sections named: 3D vision and feature analysis; inpainting, interpolation and compression; inverse problems in

imaging; optimization methods in imaging; PDEs and level-set methods; registration and reconstruction; scale-space methods; segmentation and labeling; and variational methods.

The main objective of this Research Topic is to determine the conditions that place students at risk of school failure, identifying student and context variables. In spite of the fact that there is currently little doubt

about how one learns and how to teach, in some countries of the "developed world," there is still there is a high rate of school failure. Although the term "school failure" is a very complex construct, insofar as its

causes, consequences, and development, from the field of educational psychology, the construct "student engagement" has recently gained special interest in an attempt to deal with the serious problem of school failure.

School engagement builds on the anatomy of the students' involvement in school and describes their feelings, behaviors, and thoughts about their school experiences. So, engagement is an important component of students'

school experience, with a close relationship to achievement and school failure. Children who self-set academic goals, attend school regularly and on time, behave well in class, complete their homework, and study at home

are likely to interact adequately with the school social and physical environments and perform well in school. In contrast, children who miss school are more likely to display disruptive behaviors in class, miss homework

frequently, exhibit violent behaviors on the playground, fail subjects, be retained and, if the behaviors persist, quit school. Moreover, engagement should also be considered as an important school outcome, eliciting more

or less supportive reactions from educators. For example, children who display school-engaged behaviors are likely to receive motivational and instructional support from their teachers. The opposite may also be true. But

what makes student engage more or less? The relevant literature indicates that personal variables (e.g., sensory, motor, neurodevelopmental, cognitive, motivational, emotional, behavior problems, learning difficulties,

additions), social and/or cultural variables (e.g., negative family conditions, child abuse, cultural deprivation, ethnic conditions, immigration), or school variables (e.g., coexistence at school, bullying,

cyberbullying) may concurrently hinder engagement, preventing the student from acquiring the learnings in the same conditions as the rest of the classmates.

Julius Petersen's paper, Die Theorie der regulären graphs in Acta Mathematica, volume 15 (1891), stands at the beginning of graph theory as we know it today. The Danish group of graph theorists decided in 1985 to mark the

150th birthday of Petersen in 1989, as well as the centennial of his paper. It was felt that the occasion called for a presentation of Petersen's famous paper in its historical context and, in a wider sense, of Petersen's

life and work as a whole. However, the readily available information about Julius Petersen amounted to very little (not even a full bibliography existed) and virtually nothing was known about the circumstances that led

him to write his famous paper. The study of Petersen's life and work has resulted in several papers, in particular a biography, a bibliography, an annotated edition of the letters surrounding Petersen's paper of 1891, an

analysis of Petersen's paper and an annotated edition of parts of Petersen's correspondence with Sylow on Galois theory. The first four of these papers, together with a survey of matching theory, form the first part of

this book. In addition to these five special papers, there are papers submitted in the celebration of the Petersen centennial.

From the quality of the air we breathe to the national leaders we choose, data and statistics are a pervasive feature of daily life and daily news. But how do news, numbers and public opinion interact with each other -

and with what impacts on society at large? Featuring an international roster of established and emerging scholars, this book is the first comprehensive collection of research into the little understood processes

underpinning the uses/misuses of statistical information in journalism and their socio-psychological and political effects. Moving beyond the hype around "data journalism," News, Numbers and Public Opinion delves into a

range of more latent, fundamental questions such as: • Is it true that most citizens and journalists do not have the necessary skills and resources to critically process and assess numbers? • How do/should journalists

make sense of the increasingly data-driven world? • What strategies, formats and frames do journalists use to gather and represent different types of statistical data in their stories? • What are the socio-psychological

and political effects of such data gathering and representation routines, formats and frames on the way people acquire knowledge and form attitudes? • What skills and resources do journalists and publics need to deal

effectively with the influx of numbers into in daily work and life - and how can newsrooms and journalism schools meet that need? The book is a must-read for not only journalists, journalism and media scholars,

statisticians and data scientists but also anybody interested in the interplay between journalism, statistics and society.