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Mathematics

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Cecilia Kilhamn, Roger Säljö



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Primary Mathematics Pedagogy at the Intersection of Education Reform, Policy, and Culture Sarah

Murray, Princess Allotey, 2021-11-29 This volume provides an in depth comparative examination of how primary mathematics education is influenced by national education reform policy local resources and culture in three different countries By drawing on first hand observations and interviews as well as analysis of policy documents and learning resources the book considers the viability of transferring best practices in primary mathematics education across global contexts Three diverse countries Ghana the US and Singapore are explored Similarities and differences are highlighted and the influence of national and regional initiatives related to pedagogical strategies teacher education and cultural expectations are considered to offer an insightful examination of how best practices might be shared across borders This book will benefit researchers academics and postgraduate scholars with an interest in international and comparative education mathematics and educational policy Those with a specialization in primary mathematics education including pedagogy and teacher preparation will also benefit from this book

Mathematics Curriculum in Pacific Rim Countries - China, Japan, Korea, and Singapore Zalman

Usiskin, Edwin Willmore, 2008-09-01 This volume contains the proceedings of the First International Curriculum Conference sponsored by the Center for the Study of Mathematics Curriculum CSMC The CSMC is one of the National Science Foundation Centers for Learning and Teaching Award No ESI 0333879 The countries China Japan Korea and Singapore in alphabetical order which also happens to be the order of their populations have each been in the news because of their performance on international tests and or their economic performance and potential They also have centralized education ministries that create a single mathematics curriculum framework followed in the entire country In all these countries curricula are differentiated for students with different interests usually around Grade 10 or 11 We think the reader will agree that the papers are of very high quality befitting the standing of the individuals who were invited but particularly notable for our international speakers because in three of these countries English is not the speaker's first language Following each paper we have included a short biography of the author's so that the reader can understand the perspective of the paper's author

Soviet Education Programs William K. Medlin, 1960

Mathematics Curriculum in School Education

Yeping Li, Glenda Lappan, 2013-11-19 Mathematics curriculum which is often a focus in education reforms has not received extensive research attention until recently Ongoing mathematics curriculum changes in many education systems call for further research and sharing of effective curriculum policies and practices that can help lead to the improvement of school education This book provides a unique international perspective on diverse curriculum issues and practices in different education systems offering a comprehensive picture of various stages along curriculum transformation from the intended to the achieved and showing how curriculum changes in various stages contribute to mathematics teaching and learning in different educational systems and cultural contexts The book is organized to help readers learn not only from reading

individual chapters but also from reading across chapters and sections to explore broader themes including Identifying what is important in mathematics for teaching and learning in different education systems Understanding mathematics curriculum and its changes that are valued over time in different education systems Identifying and analyzing effective curriculum practices Probing effective infrastructure for curriculum development and implementation Mathematics Curriculum in School Education brings new insights into curriculum policies and practices to the international community of mathematics education with 29 chapters and four section prefaces contributed by 56 scholars from 14 different education systems This rich collection is indispensable reading for mathematics educators researchers curriculum developers and graduate students interested in learning about recent curriculum development research and practices in different education systems It will help readers to reflect on curriculum policies and practices in their own education systems and also inspire them to identify and further explore new areas of curriculum research for improving mathematics teaching and learning

Soviet Education Programs, Foundations, Curriculms, Teacher Preparation United States. Office of Education, 1960 **State Curriculum Guides for Science, Mathematics, and Modern Foreign Languages** Elizabeth Anne Putnam, Ralph P. Frazier, 1960 **Lessons Learned from Research on Mathematics Curriculum** Denisse R Thompson, Mary Ann Huntley, Christine Suurtamm, 2024-09-01 This volume focuses on research related to mathematics curriculum But rather than focusing on results of research it focuses on lessons learned about conducting research on curriculum whether about design and development analysis of curriculum in the form of official standards or textbook instantiations teacher intentions related to curriculum implementation or actual classroom enactment For scholars interested in curriculum research the volume offers lessons about conducting curriculum research that have been learned by others engaged in such work including frameworks tools and techniques as well as challenges and issues faced with solutions to address them Sharing lessons from authors of different countries strengthens the broader mathematics research community and provides insights that can help researchers make important strides forward in research on mathematics curriculum

State Curriculum Guides for Science, Mathematics, and Modern Foreign Languages, a Bibliography, 1960 50 Years Of Science In Singapore Bernard Tiong Gie Tan, Hock Lim, Kok Khoo Phua, 2016-12-12 As part of the commemorative book series on Singapore s 50 years of nation building this important compendium traces the history and development of the various sectors of Singapore science in the last 50 years or so The book covers the government agencies responsible for science funding and research policy the academic institutions and departments who have been in the forefront of the development of the nation s scientific manpower and research the research centres and institutes which have been breaking new ground in both basic and applied science research science museums and education and the academic and professional institutions which the scientific community has set up to enable Singapore scientists to serve the nation more effectively Each article is chronicled by eminent authors who have played important roles and made significant contributions in shaping today s achievement of science in Singapore

Professionals academics students and the general public will find this volume a useful reference material and an inspirational easy read

Encountering Algebra Cecilia Kilhamn, Roger Säljö, 2019-07-03 The book reports a comparative research project about algebra teaching and learning in four countries Algebra is a central topic of learning across the world and it is well known that it represents a hurdle for many students The book presents analyses built on extensive video recordings of classrooms documenting the first introduction to symbolic algebra students aged 12 to 14 While the content addressed in all classrooms is variables expressions and equations the teaching approaches are diverse The chapters bring the reader into different algebra classrooms discussing issues such as mathematization and social norms the role of mediating tools and designed examples and teacher beliefs By comparing classrooms new insights are generated about how students understand the algebraic content how teachers instruct and how both parties deal with difficulties in learning elementary algebra The book also describes a research methodology using video in search of taken for granted aspects of algebra lessons

Research in Education, 1974 Science and Education for National Defense United States. Congress. Senate. Committee on Labor and Public Welfare, 1958 *Resources in Education*, 2001-10 Syllabus in Mathematics, Grades 8,9,10, 1975

Teaching Mathematics Michelle Selinger, 1994 In this reader maths teachers in the early years of their careers will find a concise yet comprehensive guide to developments in mathematics teaching in secondary schools and the controversies which currently surround it After a brief summary of the historical context a series of short articles provides a range of perspectives on various issues of current debate which will help new teachers in the development of their own teaching styles These include the impact of computers and calculators in maths teaching the various arguments about the use of published schemes and for more investigational approaches to the curriculum and the way in which social and cultural factors can be approached through the teaching of various topics in mathematics The final section looks at how teachers might continue their professional development through action research in their own classrooms

Research Bulletin, 1922 *Selected Regular Lectures from the 12th International Congress on Mathematical Education* Sung Je Cho, 2015-07-16 This book comprises the full selected Regular Lectures from the Proceedings of the 12th International Congress on Mathematical Education ICME 12 which was held at COEX in Seoul Korea from July 8th to 15th 2012 ICME 12 brought together 4700 experts from 100 countries working to understand all of the intellectual and attitudinal challenges in the subject of mathematics education as a multidisciplinary research and practice These selected Regular Lectures present the work of fifty one prominent mathematics educators from all over the globe The Lectures cover a wide spectrum of topics themes and issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education This book is of particular interest to researchers teachers and curriculum developers in mathematics education

Pattern in the Teaching and Learning of Mathematics Anthony Orton, 2004-10-01 This highly illustrated book draws together the wide variety of studies in the learning of mathematics undertaken by the Pattern in

Mathematics Research Group at the University of Leeds Their purpose has been to provide structure and support to studies of children's perception conception and use of pattern in learning mathematics Set up in 1992 they have embraced work across the whole curriculum and through all the years of compulsory schooling As each chapter of this book relates to a different study that was undertaken the reader can dip in and select relevant material At the same time the editor has ensured continuity and progression allowing the book to be approached as a whole the early chapters are concerned with very young children subsequent chapters deal with the primary and middle age ranges and later ones relate to secondary school work With individual chapters relating to number algebra shape graphic relations and probability this new volume provides guidance for teachers of pupils of all age groups Patterns in mathematics are of immense importance this book relates pattern to the teaching of mathematics through all years of school Practical and original it is closely tied to the National Curriculum It is a source of new ideas for mathematic teachers at all levels

Hearings United States. Congress. Senate. Committee on Labor and Public Welfare, 1958

Mathematical Challenges For All Roza Leikin, 2023-03-17 This book argues that mathematical challenge can be found at any level and at every age and constitutes an essential characteristic of any mathematics classroom aimed at developing the students mathematical knowledge and skills Since each mathematics classroom is heterogeneous with respect to students mathematical potential quality mathematical instruction results from matching the level of mathematical challenge to different students potential Thus effective integration of mathematical challenge in the instructional process is strongly connected to the equity principle of mathematics education In the three sections in this volume readers can find diverse views on mathematical challenges in curriculum and instructional design kinds and variation of mathematically challenging tasks and collections of mathematical problems Evidence based analysis is interwoven with theoretical positions expressed by the authors of the chapters Cognitive social and affective characteristics of challenging mathematical activities are observed and analyzed The volume opens new avenues of research in mathematics education and pose multiple questions about mathematical instruction rich in mathematical challenge for all The authors invite readers to explore and enjoy mathematical challenges at different levels

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