

The Development of Teaching Expertise From an International Perspective



BY
SU LIANG

A VOLUME IN
THE MONTANA MATHEMATICS ENTHUSIAST:
MONOGRAPH SERIES IN MATHEMATICS EDUCATION

Critical Issues In Mathematics Education Montana Mathematics Enthusiast Monograph Series In Mathemat

Annelies Wilder-Smith



Critical Issues In Mathematics Education Montana Mathematics Enthusiast Monograph Series In Mathemat:

Critical Issues in Mathematics Education Bharath Sriraman, Paul Ernest, Brian Greer, 2009-06-01 The word critical in the title of this collection has three meanings all of which are relevant One meaning as applied to a situation or problem is at a point of crisis A second meaning is expressing adverse or disapproving comments or judgments A third is related to the verb to critique meaning to analyze the merits and faults of The authors contributing to this book pose challenging questions from multiple perspectives about the roles of mathematics in society and the implications for education Traditional reasons for teaching mathematics include preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics training students to think logically and because mathematics is as much part of cultural heritage as literature or music These reasons remain valid though open to critique but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society that will connect mathematics education to the lived experiences of students their communities and society in general and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators The book is organized in four sections 1 Mathematics education For what and why 2 Globalization and cultural diversity 3 Mathematics education and society and 4 Social justice in and through mathematics education The chapters address fundamental issues such as the relevance of school mathematics in people's lives creating a sense of agency for the field of mathematics education and redefining the relationship between mathematics as discipline mathematics as school subject and mathematics as part of people's lives Third International Handbook of Mathematics Education M.A. (Ken) Clements, Alan Bishop, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-11-15 The four sections in this Third International Handbook are concerned with a social political and cultural dimensions in mathematics education b mathematics education as a field of study c technology in the mathematics curriculum and d international perspectives on mathematics education These themes are taken up by 84 internationally recognized scholars based in 26 different nations Each of section is structured on the basis of past present and future aspects The first chapter in a section provides historical perspectives How did we get to where we are now the middle chapters in a section analyze present day key issues and themes Where are we now and what recent events have been especially significant and the final chapter in a section reflects on policy matters Where are we going and what should we do Readership Teachers mathematics educators ed policy makers mathematicians graduate students undergraduate students Large set of authoritative international authors **The First Sourcebook on Nordic Research in Mathematics Education** Bharath Sriraman, Simon Goodchild, Christer Bergsten, Gudbjorg Palsdottir, Lenni Haapasalo, Bettina Dahl Søndergaard, 2010-09-01 The First Sourcebook on Nordic Research in Mathematics Education Norway Sweden Iceland Denmark and contributions from Finland provides the first comprehensive and unified treatment of historical and contemporary research trends in mathematics education in the Nordic world The book is organized in sections co ordinated

by active researchers in mathematics education in Norway Sweden Iceland Denmark and Finland The purpose of this sourcebook is to synthesize and survey the established body of research in these countries with findings that have influenced ongoing research agendas informed practice framed curricula and policy The sections for each country also include historical articles in addition to exemplary examples of recently conducted research oriented towards the future The book will serve as a standard reference for mathematics education researchers policy makers practitioners and students both in and outside the Nordic countries Crossroads in the History of Mathematics and Mathematics Education Bharath Sriraman,2012-07-01

The interaction of the history of mathematics and mathematics education has long been construed as an esoteric area of inquiry Much of the research done in this realm has been under the auspices of the history and pedagogy of mathematics group However there is little systematization or consolidation of the existing literature aimed at undergraduate mathematics education particularly in the teaching and learning of the history of mathematics and other undergraduate topics In this monograph the chapters cover topics such as the development of Calculus through the actuarial sciences and map making logarithms the people and practices behind real world mathematics and fruitful ways in which the history of mathematics informs mathematics education The book is meant to serve as a source of enrichment for undergraduate mathematics majors and for mathematics education courses aimed at teachers

Selected writings from the Journal of the Mathematics Council of the Alberta Teachers' Association Egan J Chernoff,Gladys Sterenberg,2014-06-01 The teaching and learning of mathematics in Alberta one of three Canadian provinces sharing a border with Montana has a long and storied history An integral part of the past 50 years 1962 2012 of this history has been delta K Journal of the Mathematics Council of the Alberta Teachers Association This volume which presents ten memorable articles from each of the past five decades that is 50 articles from the past 50 years of the journal provides an opportunity to share this rich history with a wide range of individuals interested in the teaching and learning of mathematics and mathematics education Each decade begins with an introduction providing a historical context and concludes with a commentary from a prominent member of the Alberta mathematics education community As a result this monograph provides a historical account as well as a contemporary view of many of the trends and issues in the teaching and learning of mathematics This volume is meant to serve as a resource for a variety of individuals including teachers of mathematics mathematics teacher educators mathematics education researchers historians and undergraduate and graduate students Most importantly this volume is a celebratory retrospective on the work of the Mathematics Council of the Alberta Teachers Association

The Role of Mathematics Discourse in Producing Leaders of Discourse Libby Knott,2010-01-01 The intent of this monograph is to showcase successful implementation of mathematical discourse in the classroom Some questions that might be addressed are How does a teacher begin to learn about using discourse purposefully to improve mathematics teaching and learning How is discourse interwoven into professional development content courses to provide teachers with the tools necessary to begin using

discourse in their own classrooms What does a discourse rich classroom look like and how is it different from other classrooms from both the teacher s and the students perspectives How can teachers of pre service teachers integrate discourse into their content and methods courses How can we use discourse research to inform work with teachers both pre and in service for example to help them know how to respond to elicited knowledge from students in their classrooms What are the discourse challenges in on line mathematics courses offered for professional development Can on line classrooms also be discourse rich What would that look like In what ways does mathematical discourse differ from discourse in general

The Mathematics Enthusiast Bharath Sriraman,2014-12-01 The Mathematics Enthusiast TME is an eclectic internationally circulated peer reviewed journal which focuses on mathematics content mathematics education research innovation interdisciplinary issues and pedagogy The journal exists as an independent entity It is published on a print on demand basis by Information Age Publishing and the electronic version is hosted by the Department of Mathematical Sciences University of Montana The journal is not affiliated to nor subsidized by any professional organizations but supports PMENA Psychology of Mathematics Education North America through special issues on various research topics *Critical Mathematics Education* Paul Ernest,Bharath Sriraman,Nuala Ernest,2016-01-01 Mathematics is traditionally seen as the most neutral of disciplines the furthest removed from the arguments and controversy of politics and social life However critical mathematics challenges these assumptions and actively attacks the idea that mathematics is pure objective and value neutral It argues that history society and politics have shaped mathematics not only through its applications and uses but also through molding its concepts methods and even mathematical truth and proof the very means of establishing truth Critical mathematics education also attacks the neutrality of the teaching and learning of mathematics showing how these are value laden activities indissolubly linked to social and political life Instead it argues that the values of openness dialogicality criticality towards received opinion empowerment of the learner and social political engagement and citizenship are necessary dimensions of the teaching and learning of mathematics if it is to contribute towards democracy and social justice This book draws together critical theoretic contributions on mathematics and mathematics education from leading researchers in the field Recurring themes include The natures of mathematics and critical mathematics education issues of epistemology and ethics Ideology the hegemony of mathematics ethnomathematics and real life education Capitalism globalization politics social class habitus citizenship and equity The book demonstrates the links between these themes and the discipline of mathematics and its critical teaching and learning The outcome is a groundbreaking collection unified by a shared concern with critical perspectives of mathematics and education and of the ways they impact on practice

Relatively and Philosophically Earnest Bharath Sriraman,Simon Goodchild,2009-10-01 Paul Ernest s name is synonymous with social constructivism as a philosophy of mathematics His contributions to mathematics education have occurred at a very fundamental level and to a extent shaped theory development in this field His research addresses

fundamental questions about the nature of mathematics and how it relates to teaching learning and society For the last three decades Paul has been a prolific scholar who has published in a wide array of topics such as the relationship between the philosophy of mathematics and mathematics education and more generally the philosophy of mathematics education ethics and values in mathematics education and the philosophy of research methodology The title of this Festschrift is meant to be a pun to convey the sometimes relativistic dimension to mathematical certainty that Paul argued for in developing his philosophy and also a play on words for the fact that absolute earnestness may perhaps be a Platonic construct and not possible in the realm of language and human discourse Paul Ernest s scholarly evolution and life can best be summarized in the words of Walt Whitman Do I contradict myself Very well then I contradict myself I am large I contain multitudes Indeed his presence has been large and multitudinous and this Festschrift celebrates his 65th Birthday with numerous contributions coming from the mathematics philosophy and mathematics education communities around the world Handbook of International Research in Mathematics Education Lyn D. English, David Kirshner, 2015-07-30 This third edition of the Handbook of International Research in Mathematics Education provides a comprehensive overview of the most recent theoretical and practical developments in the field of mathematics education Authored by an array of internationally recognized scholars and edited by Lyn English and David Kirshner this collection brings together overviews and advances in mathematics education research spanning established and emerging topics diverse workplace and school environments and globally representative research priorities New perspectives are presented on a range of critical topics including embodied learning the theory practice divide new developments in the early years educating future mathematics education professors problem solving in a 21st century curriculum culture and mathematics learning complex systems critical analysis of design based research multimodal technologies and e textbooks Comprised of 12 revised and 17 new chapters this edition extends the Handbook s original themes for international research in mathematics education and remains in the process a definitive resource for the field

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