



Perspectives on Secondary Mathematics Education

McIntosh, Jerry A.

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Perspectives On Secondary Mathematics Education

Lyn D. English, David Kirshner



Perspectives On Secondary Mathematics Education:

Perspectives on Secondary Mathematics Education Jerry A. McIntosh, 1971 Teaching and Learning Secondary School Mathematics Ann Kajander, Jennifer Holm, Egan J Chernoff, 2018-10-24 This volume brings together recent research and commentary in secondary school mathematics from a breadth of contemporary Canadian and International researchers and educators It is both representative of mathematics education generally as well as unique to the particular geography and culture of Canada The chapters address topics of broad applicability such as technology in learning mathematics recent interest in social justice contexts in the learning of mathematics as well as Indigenous education The voices of classroom practitioners the group ultimately responsible for implementing this new vision of mathematics teaching and learning are not forgotten Each section includes a chapter written by a classroom teacher making this volume unique in its approach We have much to learn from one another and this volume takes the stance that the development of a united vision supported by both research and professional dialog provides the first step *The Mathematics Education of Prospective Secondary Teachers Around the World* Marilyn E. Strutchens, Rongjin Huang, Leticia Losano, Despina Potari, Márcia Cristina de Costa Trindade Cyrino, João Pedro da Ponte, Rose Mary Zbiek, 2016-10-22 This volume shares and discusses significant new trends and developments in research and practices related to various aspects of preparing prospective secondary mathematics teachers from 2005-2015 It provides both an overview of the current state of the art and outstanding recent research reports from an international perspective The authors completed a thorough review of the literature by examining major journals in the field of mathematics education and other journals related to teacher education and technology The systematic review includes four major themes field experiences technologies tools and resources teachers knowledge and teachers professional identities Each of them is presented regarding theoretical perspectives methodologies and major findings Then the authors discuss what is known in the field and what we still need to know related to the major topics **International**

Perspectives on Gender and Mathematics Education Olof Steinhorsdottir, Helen J. Forgasz, Joanne Rossi Becker, Kyeonghwa Lee, 2010-06-01 Why a book on gender issues in mathematics in the 21st century Several factors have influenced the undertaking of this project by the editors First an international volume focusing on gender and mathematics has not appeared since publication of papers emerging from the 1996 International Congress on Mathematical Education Keitel 1998 Surely it was time for an updated look at this critical area of mathematics education Second we have had lively discussion and working groups on gender issues at conferences of the International Group for the Psychology of Mathematics Education PME for the past four years sessions at which stimulating and ground breaking research has been discussed by participants from many different countries Some publication seemed essential to share this new knowledge emerging from a wider variety of countries and from different cultural perspectives Third some western countries such as Australia and the USA have experienced in recent years a focus on the boy problem with an underlying assumption that issues of females and

mathematics have been solved and are no longer worthy of interest Thus it seemed timely to look more closely at the issue of gender and mathematics internationally When the idea for this volume first emerged invitations were issued to those regularly attending the working and discussion groups at PME Potential authors were charged to focus on gender issues in mathematics and were given wide scope to hone in on the issues that were central to their own research efforts or were in receipt or in need of close attention in their own national or regional contexts Aspects of Teaching Secondary Mathematics Linda Haggarty,2003-09-02 If learners in the classroom are to be excited by mathematics teachers need to be both well informed about current initiatives and able to see how what is expected of them can be translated into rich and stimulating classroom strategies The book examines current initiatives that affect teaching mathematics and identifies pointers for action in the classroom Divided into three major sections it looks at the changing mathematics classroom at primary secondary and tertiary level major components of the secondary curriculum practical pedagogical issues of particular concern to mathematics teachers Each issue is explored in terms of major underpinnings and research in that area and practical ideas can be drawn from the text and implemented in the reader's classroom practice Each chapter has been written by a well respected writer researcher and practitioner in their field and all share a common goal to look thoughtfully and intelligently at some of the practical issues facing mathematics teachers and offer their perspectives on those issues

Mathematics Education from an Asian Perspective (Penerbit USM) Lim Chap Sam,Chew Cheng Meng,Sriraman Bharath,2020 This book presents an exceptional collection of 11 articles on contemporary research studies that address current and critical issues of researches theories and practices in the fields of mathematics education at various levels from primary to tertiary education In addition the book covers various innovative research studies from both local and abroad such as cognitive diagnostic assessment CDA and assessment for learning AFL teaching and learning of mathematics using the dynamic geometry software DGS action process object schema APOS theory and relationship mapping and inverse RMI principle as well as mathematics lesson structure MLS and collaborative lesson research CLR The contents of this book should be of interest to both national and international researchers and scholars particularly mathematics educators mathematics education researchers teacher trainers university students teachers curriculum planners as well as policymakers *Mathematics for Life and Work A Comparative Perspective on Mathematics to Inform Upper Secondary Reform in England* OECD,2024-11-05 Engagement and performance in mathematics at the upper secondary level have been the concern of successive governments in England This report was commissioned as part of the country's policy reflections for transforming how maths is viewed and experienced in England The report explores outcomes such as the share of students studying maths and performance across countries and how education systems internationally deliver mathematics in upper secondary It also examines factors shaping maths education including the expectations set by curricula student pathways cultural perceptions and the needs of the labour market and higher education **International Perspectives on**

the Teaching and Learning of Geometry in Secondary Schools Patricio Herbst,Ui Hock Cheah,Philippe R. Richard,Keith Jones,2018-04-27 This book presents current perspectives on theoretical and empirical issues related to the teaching and learning of geometry at secondary schools It contains chapters contributing to three main areas A first set of chapters examines mathematical epistemological and curricular perspectives A second set of chapters presents studies on geometry instruction and teacher knowledge and a third set of chapters offers studies on geometry thinking and learning Specific research topics addressed also include teaching practice learning trajectories learning difficulties technological resources instructional design assessments textbook analyses and teacher education in geometry Geometry remains an essential and critical topic in school mathematics As they learn geometry students develop essential mathematical thinking and visualization skills and learn a language that helps them relate to and interact with the physical world Geometry has traditionally been included as a subject of study in secondary mathematics curricula but it has also featured as a resource in out of school problem solving and has been connected to various human activities such as sports games and artwork Furthermore geometry often plays a role in teacher preparation undergraduate mathematics and at the workplace New technologies including dynamic geometry software computer assisted design software and geometric positioning systems have provided more resources for teachers to design environments and tasks in which students can learn and use geometry In this context research on the teaching and learning of geometry will continue to be a key element on the research agendas of mathematics educators as researchers continue to look for ways to enhance student learning and to understand student thinking and teachers decision making

Global Perspectives and Practices for Reform-Based Mathematics

Teaching Kartal, Ozgul,Popovic, Gorjana,Morrissey, Susie,2022-04-22 Reform based mathematics has become a popular topic in the education field as this teaching emphasizes classroom discourse and instructional goals related to student engagement and an understanding of mathematical reasoning concepts and procedures using instructional practices that build on students informal knowledge of mathematics It also connects mathematics with other disciplines and the real world and provides opportunities for students to contribute and invent their own methods during problem solving Further study on the best practices benefits and challenges of implementing this teaching into education is required Global Perspectives and Practices for Reform Based Mathematics Teaching explores international perspectives on diverse reform based practices in teaching and learning mathematics describes challenges and issues for teachers and teacher educators promotes reflection and academic discussion at various levels and in various educational systems and raises questions for the field of mathematics education Covering a range of topics such as teacher preparation programs and integrated learning spaces this reference work is ideal for academicians practitioners researchers instructors educators and students

Views and Beliefs in Mathematics Education Benjamin Rott,Günter Törner,Joyce Peters-Dasdemir,Anne Möller,Safrudiannur,2018-12-14 The book is made up of 21 chapters from 25 presentations at the 23rd MAVI conference in Essen which featured Alan Schoenfeld

as keynote speaker Of major interest to MAVI participants is the relationship between teachers professed beliefs and classroom practice The first section is dedicated to classroom practices and beliefs regarding those practices taking a look at prospective or practicing teachers views of different practices such as decision making the roles of explanations problem solving patterning and the use of play The focus of the second section in this book deals with teacher change which is notoriously difficult even when the teachers themselves are interested in changing their practice The third section of this book centers on the undercurrents of teaching and learning mathematics what rises in various situations causing tensions and inconsistencies The last section of this book takes a look at emerging themes in affect related research In this section papers discuss attitudes towards assessment

Discourse Analytic Perspectives on STEM Education Juliet Langman,Holly Hansen-Thomas,2017-05-23 This volume explores the nature of discourse in secondary and upper elementary mathematics and science classrooms Chapters examine conditions that support or hinder teachers and students in particular language learners in employing language as a tool for learning The volume provides rich oral and written language examples from a range of classroom contexts to illustrate how linguistic practices affect students appropriation and display of disciplinary specific knowledge Chapters further explore linguistic practices through with the support of discourse analytic models that foreground the authentic classroom data with the aim of understanding the dynamics of the classroom The authors investigate the intersection between discourse and learning from a range of perspectives including an examination of key concepts such as intertextuality interaction mediation scaffolding appropriation and adaptations This volume offers concrete suggestions on how teachers might benefit from a discourse approach to teaching in the areas of mathematics and science

Feminist Critical Policy Analysis: A perspective from post-secondary education Catherine Marshall,1997 This text sets out to challenge the traditional power basis of the policy decision makers in education It contests that others who have an equal right to be consulted and have their opinions known have been silenced declared irrelevant postponed and otherwise ignored Policies have thus been formed and implemented without even a cursory feminist critical glance The chapters in this text illustrate how to incorporate critical and feminist lenses and thus create policies to meet the lived realities the needs aspirations and values of women and girls A particular focus is the primary and s

Fundamental Constructs in Mathematics Education John Mason,Sue Johnston-Wilder,2004 This book brings together a collection of classic tasks extracts and texts that have been quoted repeatedly in mathematics education literature

International Perspectives on Teacher Knowledge, Beliefs and Opportunities to Learn Sigrid Blömeke,Feng-Jui Hsieh,Gabriele Kaiser,William H. Schmidt,2013-09-09 This book reviews the Teacher Education and Development Study Learning to Teach Mathematics which tested 23 000 primary and secondary level math teachers from 16 countries on content knowledge and asked their opinions on beliefs and opportunities to learn

Sociocultural Research on Mathematics Education Bill Atweh,Helen Forgasz,Ben Nebres,2013-03-07 This volume the first to bring together research on sociocultural aspects of mathematics education

presents contemporary and international perspectives on social justice and equity issues that impact mathematics education In particular it highlights the importance of three interacting and powerful factors gender social and cultural dimensions Sociocultural Research on Mathematics Education An International Perspective is distinguished in several ways It is research based Chapters report on significant research projects present a comprehensive and critical summary of the research findings and offer a critical discussion of research methods and theoretical perspectives undertaken in the area It is future oriented presenting recommendations for practice and policy and identifying areas for further research It deals with all aspects of formal and informal mathematics education and applications and all levels of formal schooling As the context of mathematics education rapidly changes with an increased demand for mathematically literate citizenship an increased awareness of issues of equity inclusivity and accountability and increased efforts for globalization of curriculum development and research questions are being raised more than ever before about the problems of teaching and learning mathematics from a non cognitive science perspective This book contributes significantly to addressing such issues and answering such questions It is especially relevant for researchers graduate students and policymakers in the field of mathematics education

Teaching Secondary Mathematics Gregory Hine,Judy Anderson,Robyn Reaburn,Michael Cavanagh,Linda Galligan,Bing H. Ngu,Bruce White,2021-09-24 Teaching Secondary Mathematics is the essential guide for preservice mathematics teachers in Australia

Handbook of International Research in Mathematics Education Lyn D. English,David Kirshner,2010-04-02 This book brings together mathematics education research that makes a difference in both theory and practice research that anticipates problems and needed knowledge before they become impediments to progress

Psychological Studies in the Teaching, Learning and Assessment of Mathematics Yiming Cao,Zsolt Lavicza ,Shuhua An,Lianchun Dong,2024-05-31 There is no doubt that the onset of a new decade has brought high expectations of academic progress for scholars especially for researchers in mathematics education The International Group for the Psychology of Mathematics Education was born in 1976 which focused on the international exchange of knowledge in the psychology of mathematics education the promotion of interdisciplinary research with psychologists mathematicians and mathematics teachers and the development of the psychological aspects of teaching and learning mathematics and its implications

Handbook of Research on Mathematics Teaching and Learning Douglas Grouws,2006-11-01 Sponsored by the National Council of Teachers of Mathematics and written by leading experts in the field of mathematics education the Handbook is specifically designed to make important vital scholarship accessible to mathematics education professors graduate students educational researchers staff development directors curriculum supervisors and teachers The Handbook provides a framework for understanding the evolution of the mathematics education research field against the backdrop of well established conceptual historical theoretical and methodological perspectives It is an indispensable working tool for everyone interested in pursuing research in mathematics education as the references for each of the Handbook s twenty nine

chapters are complete resources for both current and past work in that particular area

Mathematical Understanding for Secondary Teaching M. Kathleen Heid, Patricia S. Wilson, Glendon W. Blume, 2015-12-01

A perennial discussion about teacher development is the optimal content background for teachers. In recent years that discussion has taken center stage in the work of mathematics education researchers, mathematicians, mathematics professional developers, and mathematics education policymakers. Much of the existing and prior work in this area has been directed toward mathematical knowledge for teaching at the elementary level. The work described in this volume takes a sometimes neglected approach focusing on the dynamic nature of mathematical understanding rather than on a stable description of mathematical knowledge and on mathematics for secondary teaching rather than mathematics for teaching at the elementary level. The work reported in *Mathematical Understanding for Secondary Teaching: A Framework and Classroom Based Situations* is a practice-based response to the question of what mathematical understandings secondary teachers could productively use in their teaching. For each of more than 50 events, our team of almost 50 mathematics educators who were experienced mathematics teachers developed descriptions of the mathematics that teachers could use, each of those descriptions consisting of the event and the mathematics related to the event. This is what we call a Situation. We developed our Framework for Mathematical Understanding for Secondary Teaching (MUST) based on an analysis of our entire set of Situations. We call the work practice-based because the MUST framework is based on actual events that we witnessed in our observations of secondary mathematics practice. Groups of mathematics teachers can use this volume to enhance their own understandings of secondary mathematics. School leaders and professional developers in secondary mathematics will find our MUST Framework and Situations useful as they work with teachers in enhancing and deepening their understanding of secondary mathematics. Mathematics teacher educators and mathematicians who teach mathematics to prospective and in-service secondary teachers will be able to couch their mathematical discussions in the Situations examples that arise from secondary mathematics classrooms. They will be able to use this volume as they design courses and programs that enhance mathematics from the perspectives identified in the MUST framework. Policymakers and researchers can use our MUST framework as they consider the mathematics background needed by teachers.

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