

RETHINKING MATHEMATICS

TEACHING SOCIAL JUSTICE BY THE NUMBERS



Edited by Eric (Rico) Gutstein & Bob Peterson

A RETHINKING SCHOOLS PUBLICATION

SECOND EDITION

Rethinking Mathematical Concepts

Ji Yeong I, Hyewon Chang, Ji-Won Son



Rethinking Mathematical Concepts:

Rethinking Mathematical Concepts Roger F. Wheeler, 1986-03 **Rethinking Mathematical Concepts** Roger F. Wheeler, 1981 **Developing Mathematical Thinking** Jonathan D. Katz, 2014-07-07 In this country we have done a poor job of helping students come to see the wonder beauty and power of mathematics Standards can be brought into the picture but unless we think about what it means to truly engage students in mathematics we will continue to be unsuccessful The goal of this book is to begin to change the way students experience mathematics in the middle and high school classrooms In this book you will find a theoretical basis for this approach to teaching mathematics multiple guides and questions for teachers to think about in relation to their everyday teaching and over 30 examples of problems lessons tasks and projects that been used effectively with urban students **Rethinking Mathematics** Eric Gutstein, Bob Peterson, 2005 In this unique collection more than 30 articles show how to weave social justice issues throughout the mathematics curriculum as well as how to integrate mathematics into other curricular areas Rethinking Mathematics offers teaching ideas lesson plans and reflections by practitioners and mathematics educators This is real world math math that helps students analyze problems as they gain essential academic skills This book offers hope and guidance for teachers to enliven and strengthen their math teaching It will deepen students understanding of society and help prepare them to be critical active participants in a democracy Blending theory and practice this is the only resource of its kind **Rethinking School Mathematics** Andrew Noyes, 2007-05-21 Why is it that so many pupils are put off by maths seeing it as uninspiring and irrelevant and that so many choose to drop it as soon as they can Why is it socially acceptable to be bad at maths Does the maths curriculum really prepare pupils for life This book presents some answers to these questions helping teachers to think through their own attitudes to teaching and learning and to work with pupils towards more effective and inspiring mathematical engagement Part I of the book explores the nature of school mathematics showing how the curriculum has been developed over the years and how increasing effort has been devoted to improving the quality of mathematics teaching with little apparent effect Part II focuses on ways of thinking about classroom mathematics which take account of social cultural political and historical aspects The chapters bring together a collection of activities resources and discussion which will help teachers develop new ways of teaching and learning maths This book will be essential reading for all maths teachers including maths specialists on initial teacher training courses **Rethinking the Mathematics Curriculum** Celia Hoyles, Candia Morgan, Geoffrey Woodhouse, 2002-01-04 At a time when political interest in mathematics education is at its highest this book demonstrates that the issues are far from straightforward A wide range of international contributors address such questions as What is mathematics and what is it for What skills does mathematics education need to provide as technology advances What are the implications for teacher education What can we learn from past attempts to change the mathematics curriculum Rethinking the Mathematics Curriculum offers stimulating discussions showing much is to be learnt from the differences in culture

national expectations and political restraints revealed in the book This accessible book will be of particular interest to policy makers curriculum developers educators researchers and employers as well as the general reader Rethinking Disability and Mathematics Rachel Lambert,2024-04-15 Every child has a right to make sense of math and to use math to make sense of their worlds Despite their gifts students with disabilities are often viewed from a deficit standpoint in mathematics classrooms These students are often conceptualized as needing to be fixed or remediated Rethinking Disability and Mathematics argues that mathematics should be a transformative space for these students a place where they can discover their power and potential and be appreciated for their many strengths Author Rachel Lambert introduces Universal Design for Learning for Math UDL Math a way to design math classrooms that empowers disabled and neurodiverse students to engage in mathematics in ways that lead to meaningful and joyful math learning The book showcases how UDL Math can open up mathematics classrooms so that they provide access to meaningful understanding and an identity as a math learner to a wider range of students Weaved throughout the book are the voices of neurodiverse learners telling their own stories of math learning Through stories of real teachers recognizing the barriers in their own math classrooms and redesigning to increase access the book Reframes students with disabilities from a deficit to an asset perspective paving the way for trusting their mathematical thinking Offers equitable math instruction for all learners including those with disabilities neurodiverse students and or multilingual learners Applies UDL to the math classroom providing practical tips and techniques to support students cognitive affective and strategic development Immerses readers in math classrooms where all students are engaged in meaningful mathematics from special education day classes to inclusive general education classrooms from grades K 8 Integrates research on mathematical learning including critical math content such as developing number sense and place value fluency with math facts and operations and understanding fractions and algebraic thinking Explores critical issues such as writing IEP goals in math This book is designed for all math educators both those trained as general education teachers and those trained as special education teachers The UDL Math approach is adapted to work for all learners because everyone varies in how they perceive the world and in how they approach mathematical problem solving When we rethink mathematics to include multiple ways of being a math learner we make math accessible and engaging for a wider group of learners

Mathematics Education and Technology-Rethinking the Terrain Celia Hoyles,Jean-Baptiste Lagrange,2009-10-09

Mathematics Education and Technology Rethinking the Terrain revisits the important 1985 ICMI Study on the influence of computers and informatics on mathematics and its teaching The focus of this book resulting from the seventeenth Study led by ICMI is the use of digital technologies in mathematics teaching and learning in countries across the world Specifically it focuses on cultural diversity and how this diversity impinges on the use of digital technologies in mathematics teaching and learning Within this focus themes such as mathematics and mathematical practices learning and assessing mathematics with and through digital technologies teachers and teaching design of learning environments and curricula implementation of

curricula and classroom practice access equity and socio cultural issues and connectivity and virtual networks for learning serve to organize the study and bring it coherence Providing a state of the art view of the domain with regards to research innovating practices and technological development Mathematics Education and Technology Rethinking the Terrain is of interest to researchers and all those interested in the role that digital technology plays in mathematics education

Rethinking Math Learning Aditya Nagrath,2020-08-25 Low mathematics scores are a good predictor of high school dropout rates Even when students do graduate only 1 out of 4 are proficient at high school level mathematics In college 69% of STEM majors switch to fields with fewer mathematics requirements Math anxiety is real and it prevents many adults from pursuing careers in math related fields America has a real problem with math illiteracy That problem largely results from the way we teach our children math in school All too often math is reduced to memorization in an environment that doesn't accommodate students individual learning speeds In *Rethinking Math Learning* Dr Aditya Nagrath shows how you can empower your child with the tools needed to overcome math illiteracy Using a proven system of six basic concepts steeped in years of research Dr Nagrath explains how to banish math anxiety forever and ensure that your child has the math skills necessary for their future economic success

Rethinking the Teaching Mathematics for Emergent Bilinguals Ji Yeong I,Hyewon Chang,Ji-Won Son,2019-11-09 This book focuses on the role of cultural background in Korean public schools and provides essential insights into how Korean teachers perceive and respond to the transition of their classroom situations with Korean language learners It reveals the perspectives and the practices of Korean teachers especially with regard to multicultural students who struggle with language barriers when learning mathematics The information provided is both relevant and topical as teaching mathematics to linguistically and culturally diverse learners is increasingly becoming a worldwide challenge

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

What is a Mathematical Concept? Elizabeth de Freitas,Nathalie Sinclair,Alf Coles,2017-06-22 Leading thinkers in mathematics philosophy and

education offer new insights into the fundamental question what is a mathematical concept Rethinking Learning in an Age of Digital Fluency Maggi Savin-Baden,2015-03-05 This is a book that I am going to have to own and will work to find contexts in which to recommend It cuts obliquely through so many important domains of evidence and scholarship that it cannot but be a valuable stimulus Hamish Macleod University of Edinburgh Digital connectivity is a phenomenon of the 21st century and while many have debated its impact on society few have researched relationship between the changes taking place and the actual impact on learning Rethinking Learning in an Age of Digital Fluency examines what kind of impact an increasingly connected environment is having on learning and what kind of culture it is creating within learning settings Engagement with digital media and navigating through digital spaces with ease is something that many young people appear to do well although the tangible benefits of this are unclear This book therefore will present an overview of current research and practice in the area of digital tethering whilst examining how it could be used to harness new learning and engagement practices that are fit for the modern age Questions that the book also addresses include Is being digital tethered a new learning nexus Are social networking sites spaces for co production of knowledge and spaces of inclusive learning Are students who are digitally tethered creating new learning maps and pedagogies Does digital tethering enable students to use digital media to create new learning spaces This fascinating and at times controversial text engages with numerous aspects of digital learning amongst undergraduate students including mobile learning individual and collaborative learning viral networking self publication and identity dissemination It will be of enormous interest to researchers and students in education and educational psychology **Camouflaged** Edwin Mayorga,Bree Picower,Seth Rader,2008-07-01 Camouflaged Investigating How the U S Military Affects You and Your Community is a tool for educators to help middle and high school aged students explore the role of the military in their lives and in their communities Local New York City teachers led by the New York Collective of Radical Educators NYCoRE generated the Camouflaged curriculum with the intent of making it accessible to educators across the country in a variety of settings and curricular areas NYCoRE believes that it is the role of educators as allies to young people to ensure that students have information from a variety of sources before considering enlisting in the armed forces At this point in U S history military recruiters have unprecedented access to young people in and out of school through a variety of mediums This curriculum provides a critical lens to help students navigate recruiters messages and to examine the role of the military throughout this country s history to the present **Mathematics, Education and History** Kathleen M. Clark,Tinne Hoff Kjeldsen,Sebastian Schorcht,Constantinos Tzanakis,2018-03-30 This book includes 18 peer reviewed papers from nine countries originally presented in a shorter form at TSG 25 The Role of History of Mathematics in Mathematics Education as part of ICME 13 during It also features an introductory chapter by its co editors on the structure and main points of the book with an outline of recent developments in exploring the role of history and epistemology in mathematics education It serves as a valuable contribution in this domain by making reports on recent

developments in this field available to the international educational community with a special focus on relevant research results since 2000 The 18 chapters of the book are divided into five interrelated parts that underlie the central issues of research in this domain 1 Theoretical and conceptual frameworks for integrating history and epistemology in mathematics in mathematics education 2 Courses and didactical material Design implementation and evaluation 3 Empirical investigations on implementing history and epistemology in mathematics education 4 Original historical sources in teaching and learning of and about mathematics 5 History and epistemology of mathematics Interdisciplinary teaching and sociocultural aspects This book covers all levels of education from primary school to tertiary education with a particular focus on teacher education Additionally each chapter refers to and or is based on empirical research in order to support illuminate clarify and evaluate key issues main questions and conjectured theses raised by the authors or in the literature on the basis of historical epistemological or didactical cognitive arguments

Scripting Approaches in Mathematics Education Rina Zazkis,Patricio Herbst,2017-10-30 This book shows how the practice of script writing can be used both as a pedagogical approach and as a research tool in mathematics education It provides an opportunity for script writers to articulate their mathematical arguments and or their pedagogical approaches It further provides researchers with a corpus of narratives that can be analyzed using a variety of theoretical perspectives Various chapters argue for the use of dialogical method and highlight its benefits and special features The chapters examine both low tech implementations as well as the use of a technological platform LessonSketch The chapters present results of and insights from several recent studies which utilized scripting in mathematics education research and practice

Handbook of Research on Promoting Global Citizenship Education Keengwe, Jared,2022-02-18 A global citizen is an individual who believes in a public responsibility for their local community to grow and interconnect amongst the world s diverse people and things Global citizenship education is a fast moving process that continues to intertwine communities all over the world As we move toward a more global world the improvement in education health poverty rates and standard of living should come with it This global world must be a place where people are aware of what is going on and can have an impact as well The Handbook of Research on Promoting Global Citizenship Education explores various ways to empower educators to design and implement a curriculum that incorporates global citizen education Covering a range of topics such as global issues and academic migration this major reference work is ideal for academicians industry professionals policymakers researchers scholars instructors and students

Teachers Engaged in Research Joanna O. Masingila,2006-03-01 Through the chapters in this volume we learn about the research foci and or questions that these classroom teachers are interested in examining the mathematics content through which they engaged their students in these explorations the data sources they used to make sense of their focus and questions and their roles in the research

Using Mobile Technologies in the Teaching and Learning of Mathematics Nigel Calder,Kevin Larkin,Nathalie Sinclair,2018-08-09 Mobile technologies influence the way that we interact with the world the way that we

live We use them for communication entertainment information and research In education settings there has been substantial investment in mobile devices often without a concomitant investment in developing pedagogy and practices With mobile technologies evolving rapidly and the number of educational apps growing there is a need for research into how they facilitate mathematics learning Such research is of particular importance regarding how such devices may be used to open up new ways of envisaging mathematics and mathematics education and to help develop conceptual rather than procedural or declarative knowledge This volume draws upon international research and reports on a range of research projects that have incorporated mobile technologies for mathematics education It presents research on the use of mobile technologies such as iPads iPods iPhones Androids and Tablets across a diverse range of cultures year levels and contexts It examines the ways in which mobile technologies including apps might influence students engagement cognition collaboration and attitudes through the reshaping of the learning experience In addition the book presents appropriate ways to integrate mobile technologies into teaching and learning programmes It is a significant reference book for those involved with teaching mathematics or using mobile technologies in education while also offering insights and examples that are applicable to the use of digital technologies in education generally

Teaching to Change the World Jeannie Oakes, Martin Lipton, Lauren Anderson, Jamy Stillman, 2018-01-29 Teaching to Change the World is an up to the moment engaging social justice oriented introduction to education and teaching and the challenges and opportunities they present Both foundational and practical the chapters are organized around conventional topics but in a way that consistently integrates a coherent story that explains why schools are as they are Taking the position that a hopeful democratic future depends on ensuring that all students learn the text pays particular attention to inequalities associated with race social class language gender and other social categories and explores teachers role in addressing them This thoroughly revised fifth edition remains a vital introduction to the profession for a new generation of teachers who seek to become purposeful knowledgeable practitioners in our ever changing educational landscape for those teachers who see the potential for education to change the world

Features and Updates of the New Edition Fully updated Chapter 1 The U S Schooling Dilemma reflects our current state of education after the 2016 U S presidential election First person observations from teachers including first year teachers continue to offer vivid authentic pictures of what teaching to change the world means and involves Additional coverage of the ongoing effects of Common Core highlights the heated public discourse around teaching and teachers and charter schools Attention to diversity and inclusion is treated as integral to all chapters woven throughout rather than tacked on as separate units Digging Deeper resources on the new companion website include concrete resources that current and future teachers can use in their classrooms Tools for Critique provides instructors and students questions prompts and activities aimed at encouraging classroom discussion and particularly engaging those students least familiar with the central tenets of social justice education

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