

PETER M. APPELBAUM

Popular Culture Professional Discourse And Mathematics

Peter M. Appelbaum

Popular Culture Professional Discourse And Mathematics:

Popular Culture, Professional Discourse, and Mathematics Peter Michael Appelbaum, 1992 Popular Culture, Educational Discourse, and Mathematics Peter M. Appelbaum, 1995-04-26 This ground breaking book analyzes contemporary education discourse in the light of curriculum politics and popular culture using sources ranging from academic scholarship to popular magazines music video film and television game shows Mathematics is used as an extreme case since it is a discipline so easily accepted as separable from politics ethics or the social construction of knowledge Appelbaum s juxtaposition of popular culture public debate and professional practice enables an examination of the production and mediation of common sense distinctions between school mathematics and the world outside of schools Terrain ordinarily displaced or excluded by traditional education literature becomes the pendulum for a new conversation which merges research and practice while discarding pre conceived categories of understanding The book also serves as an entertaining introduction to emerging theories in cultural studies progressively illustrating the uses of discourse analysis for comprehending ideology the implications of power knowledge links professional practice as a technology of power and curriculum as at once commodities and cultural resources In this way Appelbaum effectively reveals a direction for teachers students and researchers to cooperatively form a community attentive to the politics of curriculum and popular culture

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Journal for Research in Mathematics Education,1998 **Better than Best Practice** Adam Lefstein,Julia Snell,2013-11-12 Better than Best Practice offers a new way of thinking about classroom practice professional development and improving teaching and learning This companion book and website together offer a selection of rich and realistic video

based case studies context and narrative step by step guidance through key issues and commentary and debate from a range of expert contributors Carefully chosen video clips from primary school literacy lessons show real teachers in a variety of often knotty situations classroom conversations that take unexpected turns grappling with assessment managing disagreements to name a few The book explores the educational potential of classroom talk and in particular the promise and problems of dialogic pedagogy With an emphasis on the complexity and messiness of teaching Better than Best Practice considers how to learn from observing and discussing practice in order to develop professional judgment It offers practical advice on how to organise and facilitate video based professional development in which teachers share their practice with colleagues in order to learn from one another's challenges problems dilemmas and breakthroughs. This exciting new resource argues that critical discussions of practice which highlight dilemmas instead of prescribing solutions help to develop and support thoughtful flexible and insightful practitioners an approach that is better than best practice Education Jacqueline Dewar, Pao-sheng Hsu, Harriet Pollatsek, 2016-11-26 Many in the mathematics community in the U.S. are involved in mathematics education in various capacities. This book highlights the breadth of the work in K 16 mathematics education done by members of US departments of mathematical sciences It contains contributions by mathematicians and mathematics educators who do work in areas such as teacher education quantitative literacy informal education writing and communication social justice outreach and mentoring tactile learning art and mathematics ethnomathematics scholarship of teaching and learning and mathematics education research Contributors describe their work its impact and how it is perceived and valued In addition there is a chapter co authored by two mathematicians who have become administrators on the challenges of supporting evaluating and rewarding work in mathematics education in departments of mathematical sciences This book is intended to inform the readership of the breadth of the work and to encourage discussion of its value in the mathematical community. The writing is expository not technical and should be accessible and informative to a diverse audience The primary readership includes all those in departments of mathematical sciences in two or four year colleges and universities and their administrators as well as graduate students Researchers in education may also find topics of interest Other potential readers include those doing work in mathematics education in schools of education and teachers of secondary or middle school mathematics as well as those involved in their professional development Promoting Equity in Maths Achievement. The Current discussion Maria Chionidou-Moskofoglou, Andrea Blunk, Renata Siemprinska, Yvette Solomon, Renate Tanzberger, Mario Barajas Frutos, 2008-02-08 Presented in this volume is a kaleidoscopic view of the research done in the PREMA project Promoting Equity in Maths Achievement Proceedings of the Project's Workshops which was a twenty months research study type of project funded under the General Activities of Observation Analysis and Innovation of the Socrates Programme European Commission DG for Education and Culture The research is enrooted on the position that the achievement of Europe's Lisbon goal set in March 2000 is dependent on the

extend to which Europe will utilize all of its human resources and its rich socio cultural heritage **EBOOK: Masculinities** in Mathematics Heather Mendick, 2006-06-16 The book speaks to me as one of those texts that will become seminal in mathematics education It is original refreshing and despite a complicated plot points to some ways forward It is engagingly written if at times perhaps a little bit no nonsense in tone It will be of interest to teachers and teacher educators as well as providing a theoretical stance that should inform future research Review from BERJ 2007 The study of mathematics together with other gendered subjects such as science and engineering usually attracts more male than female pupils particularly at more advanced levels In this book Heather Mendick explores this phenomenon addressing the important question of why more boys than girls choose to study mathematics. She combines new research with an original theoretical approach to argue that doing mathematics is doing masculinity The book illuminates what studying mathematics means for both students and teachers and offers a broad range of insights into students views and practices In addition to the words of young people learning mathematics the masculinity of mathematics is explored through historical material and cinematic representations Heather Mendick discusses the ways in which the alignment of mathematics with masculinity creates tensions for girls and women doing the subject These tensions are sensitively explored through interviews with young men and women to show how doing mathematics fits or conflicts with their gender identities Finally the book explores the implications for teachers including ways to promote gender equity in mathematics education This is key reading for students on courses in gender and education mathematics education gender and curriculum and social justice Telling Teacher Stories Barry Arbreton, 1994

For the Learning of Mathematics ,1999 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 Sociocultural Research on in mathematics education and remains in the process a definitive resource for the field 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 The Cumulative Book Index ,1996 A world list of books in the English Handbook for Achieving Gender Equity Through Education Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22 First published in 1985 the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latina os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three

chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents American Doctoral Dissertations ,1992 2012-2013 UNCG **Graduate School Bulletin**, The Transcultural Streams of Chinese Canadian Identities Jessica Tsui-yan Li,2019-09-30 Highlighting the geopolitical and economic circumstances that have prompted migration from Hong Kong and mainland China to Canada The Transcultural Streams of Chinese Canadian Identities examines the Chinese Canadian community as a simultaneously transcultural transnational and domestic social and cultural formation Essays in this volume argue that Chinese Canadians a population that has produced significant cultural imprints on Canadian society must create and constantly redefine their identities as manifested in social science literary and historical spheres These perpetual negotiations reflect social and cultural ideologies and practices and demonstrate Chinese Canadians recreations of their self perception self expression and self projection in relation to others Contextualized within larger debates on multicultural society and specific Chinese Canadian cultural experiences this book considers diverse cultural presentations of literary expression the model minority and the influence of gender and profession on success and failure the gendered dynamics of migration and the growth of transnational astronaut families in the 1980s and interestinic boundary crossing Taking an innovative approach to the ways in which Chinese Canadians adapt to and construct the Canadian multicultural mosaic The Transcultural Streams of Chinese Canadian Identities explores various patterns of Chinese cultural interchanges in Canada and how they intertwine with the community s sense of disengagement and belonging Contributors include Lily Cho York Elena Chou York Eric Fong Chinese University of Hong Kong Loretta Ho Toronto Jack Leong Toronto Jessica Tsui yan Li York Lucia Lo York Guida Man York Kwok kan Tam Hang Seng Management College Eleanor Ty Wilfrid Laurier and Henry Yu British Columbia Metaphor and the Dynamics of Knowledge Sabine Maasen, Peter Weingart, 2013-01-11 This book opens up a new route to the study of knowledge dynamics and the sociology of knowledge The focus is on the role of metaphors as powerful catalysts and the book dissects their role in the construction of theories of knowledge It is of vital interest to social and cognitive scientists alike Resources in Education, 2001

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