

Many Visions, Many Aims Volume 1

**A Cross-National Investigation of
Curricular Intentions in
School Mathematics**

William H. Schmidt
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Many Visions Many Aims A Cross National Investigation Of Curricular Intentions In School Mathematics

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Wiley, 1997-02-28
PREFACE The Third International Mathematics and Science Study TIMSS sponsored by the International Association for the Evaluation of Educational Achievement IEA and the governments of the participating countries is a comparative study of education in mathematics and the sciences conducted in approximately 50 educational systems on five continents The goal of TIMSS is to measure student achievement in mathematics and science in participating countries and to assess some of the curricular and classroom factors that influence student learning in these subjects The study will provide educators and policy makers with an unparalleled and multidimensional perspective on mathematics and science curricula their implementation the nature of student performance in mathematics and science and the social economic and educational context in which these occur TIMSS focuses on student learning and achievement in mathematics and science at three different age levels or populations Population 1 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 9 year old students Population 2 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 13 year old students and Population 3 is defined as all students in their final year of secondary education including students in vocational education programs In addition Population 3 has two specialist subpopulations students taking advanced courses in mathematics mathematics specialists and students taking advanced courses in physics science specialists

A Splintered Vision W.H. Schmidt, Curtis C. McKnight, S. Raizen, 1997-02-28
A Splintered Vision An Investigation of U S Science and Mathematics Education is the US report on the curriculum analysis component of the Third International Mathematics and Science Study TIMSS which was sponsored by the International Association for the Evaluation of Educational Achievement IEA The report summarizes data from the TIMSS curriculum analysis and integrates it with teacher questionnaire data from the US Japan and Germany on science and mathematics topic coverage and instructional practices The authors of A Splintered Vision discuss and provide evidence of the unfocused nature of US mathematics and science curricular intentions textbooks and teacher practices They offer the premise that producers of US textbooks and curriculum guides have attempted to answer calls for curricular reform by adding new content to already existing materials instead of devoting time to restructuring the materials The authors also suggest that US teachers inundated with a myriad of competing visions are attempting to cover all the topics they confront in their resource documents and to meet all the instructional demands placed on them by those with a stake in education In keeping with the incremental assembly line philosophy in American society US teachers also tend to lean toward a piecemeal approach to education The authors speculate on what such practices may mean for the mathematics and science achievement of US students The work is sure to spur discussion among educational researchers policy makers and others concerned about the future of mathematics and science education in the US

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McKnight, Gilbert Valverde, Richard T. Houang, David E. Wiley, 1997-02-28 PREFACE The Third International Mathematics and Science Study TIMSS sponsored by the International Association for the Evaluation of Educational Achievement IEA and the governments of the participating countries is a comparative study of education in mathematics and the sciences conducted in approximately 50 educational systems on five continents The goal of TIMSS is to measure student achievement in mathematics and science in participating countries and to assess some of the curricular and classroom factors that influence student learning in these subjects The study will provide educators and policy makers with an unparalleled and multidimensional perspective on mathematics and science curricula their implementation the nature of student performance in mathematics and science and the social economic and educational context in which these occur TIMSS focuses on student learning and achievement in mathematics and science at three different age levels or populations Population 1 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 9 year old students Population 2 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 13 year old students and Population 3 is defined as all students in their final year of secondary education including students in vocational education programs In addition Population 3 has two specialist subpopulations students taking advanced courses in mathematics mathematics specialists and students taking advanced courses in physics science specialists **Many Visions, Many Aims**

W.H. Schmidt, S. Raizen, E.D. Britton, Leonard J. Bianchi, Richard Wolfe, 1997-08-31 PREFACE The Third International Mathematics and Science Study TIMSS sponsored by the International Association for the Evaluation of Educational Achievement IEA and the governments of the participating countries is a comparative study of education in mathematics and the sciences conducted in approximately 50 educational systems on six continents The goal of TIMSS is to measure student achievement in mathematics and science in participating countries and to assess some of the curricular and classroom factors that are related to student learning in these subjects The study is intended to provide educators and policy makers with an unparalleled and multidimensional perspective on mathematics and science curricula their implementation the nature of student performance in mathematics and science and the social economic and educational context in which these occur TIMSS focuses on student learning and achievement in mathematics and science at three different age levels or populations Population 1 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 9 year old students Population 2 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 13 year old students and Population 3 is defined as all students in their final year of secondary education including students in vocational education programs In addition Population 3 has two specialist subpopulations students taking advanced courses in mathematics mathematics specialists and students taking advanced courses in physics physics specialists *Research and the Quality of Science Education* Kerst Boersma, Martin Goedhart, Onno de Jong, Harrie Eijkelhof, 2006-02-23 In August 2003 over 400 researchers in the field of science education from all over the world met at the 4th ESERA conference in

Noordwijkerhout The Netherlands During the conference 300 papers about actual issues in the field such as the learning of scientific concepts and skills scientific literacy informal science learning science teacher education modeling in science education were presented The book contains 40 of the most outstanding papers presented during the conference These papers reflect the quality and variety of the conference and represent the state of the art in the field of research in science education *Many Visions, Many Aims* W.H. Schmidt, S. Raizen, E.D. Britton, Leonard J. Bianchi, Richard Wolfe, 1997-08-31

PREFACE The Third International Mathematics and Science Study TIMSS sponsored by the International Association for the Evaluation of Educational Achievement IEA and the governments of the participating countries is a comparative study of education in mathematics and the sciences conducted in approximately 50 educational systems on six continents The goal of TIMSS is to measure student achievement in mathematics and science in participating countries and to assess some of the curricular and classroom factors that are related to student learning in these subjects The study is intended to provide educators and policy makers with an unparalleled and multidimensional perspective on mathematics and science curricula their implementation the nature of student performance in mathematics and science and the social economic and educational context in which these occur TIMSS focuses on student learning and achievement in mathematics and science at three different age levels or populations Population 1 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 9 year old students Population 2 is defined as all students enrolled in the two adjacent grades that contain the largest proportion of 13 year old students and Population 3 is defined as all students in their final year of secondary education including students in vocational education programs In addition Population 3 has two specialist subpopulations students taking advanced courses in mathematics mathematics specialists and students taking advanced courses in physics physics specialists *A Splintered Vision* W.H. Schmidt, Curtis C. McKnight, S. Raizen, 2007-05-08

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education The authors speculate on what such practices may mean for the mathematics and science achievement of US students The work is sure to spur discussion among educational researchers policy makers and others concerned about the future of mathematics and science education in the US

Schooling Across the Globe William H. Schmidt, Richard T. Houang, Leland S. Cogan, Michelle L. Solorio, 2018-11-22 This research examines 17 international assessments over 60 years highlighting the critical role that schooling plays around the world

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

Global Perspectives for Local Action National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Mathematical Sciences Education Board, Continuing to Learn from TIMSS Committee, Committee on Science Education K-12, 1999-02-01 The Third International Mathematics and Science Study TIMSS is a rich source of information that can be used by a broad range of stakeholders to promote discussions and actions to improve K 12 mathematics and science teaching and learning To support educators administrators parents and others interested in education in using TIMSS materials the National Research Council NRC has prepared a report Global Perspectives for Local Action Using TIMSS to Improve U S Mathematics and Science Education see Resources This report will help educators administrators parents and others interested in education to understand what can be learned from TIMSS findings and it will encourage

them to use the information to make improvements in mathematics and science education. Provided in the report are insights into mathematics and science achievement, curriculum, instruction, and school support systems such as professional development in the United States and around the world. To make TIMSS information more accessible and useful to educators and the public, the NRC prepared this professional development guide to accompany its report. This guide provides directions and support materials for leading workshops and planning sessions for teachers, educational administrators, higher education faculty, and the interested public.

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