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Edition

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Normal (Academic)

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Mark Riddington • Martin Grier



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Counting Girls Out Valerie Walkerdine, 2012-10-12

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Teaching Mathematics in Multilingual Classrooms J.B. Adler, 2005-12-21 Increasingly teachers all over the world are grappling on a daily basis with the fact of multilingual classrooms In this book Jill Adler captures three inter related dilemmas that lie at the heart of teaching mathematics in multilingual classrooms Adler s identification and naming of the dilemma of code switching the dilemma of mediation and the dilemma of transparency arise from exploring the realities of actual classrooms and are shaped by a perspective of teaching as a social practice Adler provides a sharp analysis and strong theoretical grounding for her work pulling together research related to the relationship between language and mathematics communicating mathematics and mathematics in bi multilingual settings In so doing she offers a direct challenge to dominant research on communication in mathematics classrooms that has othered the multilingual setting in its normalisation of the monolingual classroom The norm is a multicultural one Set in contemporary South Africa a context of linguistic diversity and rapid change this book offers a spotlight whose beam is wide enough to illuminate dilemmas at work in all mathematics classrooms

Constructing Mathematical Knowledge Paul Ernest, 2012-10-12 First published in 1994 This book and its companion volume Mathematics Education and Philosophy An International Perspective are edited collections Instead of the sharply focused concerns of the research monograph the books offer a panorama of complementary

and forward looking perspectives They illustrate the breadth of theoretical and philosophical perspectives that can fruitfully be brought to bear on the mathematics and education The empathise of this book is on epistemological issues encompassing multiple perspectives on the learning of mathematics as well as broader philosophical reflections on the genesis of knowledge It explores constructivist and social theories of learning and discusses the role of the computer in light of these theories

Equality in the Primary School Dave Hill, Leena Helavaara Robertson, 2011-11-24 Drawing on a wealth of knowledge from a diverse group of contributors this volume addresses the importance of going beyond equal opportunities The contributors provide a compelling argument for promoting equality in primary schools Issues covered include social class race gender sexual orientation disability and special educational needs with reference to all subjects taught at primary school level

Helping Children Learn Mathematics Robert Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Audrey Cooke, Sue Bennett, Bronwyn Ewing, John West, 2020-01-21 The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text

The Language of Mathematics Bill Barton, 2007-12-24 The book emerges from several contemporary concerns in mathematics language and mathematics education However the book takes a different stance with respect to language by combining discussion of linguistics and mathematics using examples from each to illustrate the other The picture that emerges is of a subject that is much more contingent much more relative much more subject to human experience than is usually accepted Another way of expressing this is that the thesis of the book takes the idea of mathematics as a human creation and using the evidence from language comes to more radical conclusions than most writers allow

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