

# Learning Mathematics

From Hierarchies  
to Networks

Edited by Leone Burton

# Learning Mathematics From Hierarchies To Networks

**J.P. Keeves, Ryo Watanabe**



## **Learning Mathematics From Hierarchies To Networks:**

*Learning Mathematics* Prof Leone Burton, Leone Burton, 2002-01-04 Learning Mathematics brings together a collection of interrelated and forward looking chapters by internationally recognized experts that explores changes in the theories and practices of learning and teaching mathematics The authors reject a traditional transmission view of the teaching of mathematics which has proved so ineffective for learning In its place they offer information gathered from research and from practice about effects on the learners seeking to create and negotiate meaning Learners are presented as actively attempting to make sense of the mathematics they encounter and learners teachers and researchers are offered examples of how such sense making activities incorporated into mathematics classrooms impact on coming to know The book celebrates both diversity in the range of different perspectives contributions and topics and unity in the linking chapters and themes It will be fascinating reading for those mathematics educators who are eager to engage with a socio cultural perspective in order to better understand the complexity of learning mathematics

**Mathematics Education** Barbara Allen, Sue Johnston-Wilder, 2003-12-16 Mathematics Education identifies some of the most significant issues in mathematics education today Pulling together relevant articles from authors well known in their fields of study the book addresses topical issues such as gender equity attitude teacher belief and knowledge community of practice autonomy and agency assessment technology The subject is dealt with in three parts culture of the mathematics classroom communication in mathematics classrooms and pupils and teachers perceptions Students on postgraduate courses in mathematics education will find this book a valuable resource Students on BEd and PGCE courses will also find this a useful source of reference as will teachers of mathematics mentors and advisers

*Mathematicians as Enquirers* Leone L. Burton, 2004-04-30 It is amazing that the usual reply to being introduced to a mathematician is a stumbling apology about how bad someone is at mathematics no matter how good they may be in reality The problem is that we have come to view mathematics as an arcane branch of knowledge that only a few can aspire to understand or grasp The sense of separation between those who have the knowledge and those who do not is present even amongst academics where many of the same skills and research practices exist intuition the use of symbolic structures and the use of intuition and insight The more worrying aspect of this separation is the ever declining numbers of students choosing mathematics as part of their curriculum beyond the stage when it is mandatory Even worse it would seem that the mathematics community has created a discriminatory environment that deters many students from continuing beyond secondary and tertiary education Exit interviews with graduates show a stark rejection of their previously chosen subject What about mathematicians themselves how do they see themselves Do male and female mathematicians come to know their mathematics in different ways do they tackle different problems with varying results for their status in the research community Does the pervasive labelling that mathematics is a male domain arise because of a lack of role models for women or through its highly competitive hierarchical nature Are the negative labels often associated

with mathematics i e      **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      *Virtual Professional Development and Informal Learning via Social Networks* Dennen, Vanessa P., 2012-06-30 This book will examine how individuals and organizations are using Web 2 0 tools to create informal learning and professional development opportunities Provided by publisher      The International Handbook of Educational Research in the Asia-Pacific Region J.P. Keeves, Ryo Watanabe, 2013-11-11 The aim of the Handbook is to present readily accessible but scholarly sources of information about educational research in the Asia Pacific region The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region In so doing the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues Moreover since new problems and issues are constantly arising the articles in the Handbook also indicate the likely directions of future developments The different articles within the Handbook seek to conceptualize the problems in each specific content area under review provide an integration of the research conducted within that area the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified Thus the articles do not involve the reporting of newly conducted research but rather require a synthesis of the research undertaken in a particular area with reference to the research methods employed and the theoretical frameworks on which the research is based In general the articles do not advocate a single point of view but rather present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research Furthermore it should be noted that the Handbook is not concerned with research methodology and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region      **International Approaches to Professional Development for**

**Mathematics Teachers** Nadine Bednarz,Dario Fiorentini,Rongjin Huang,2011-08-06 Schools everywhere are being confronted with evolving learning and teaching paradigms that call into question a number of traditional math teaching techniques These changes demand serious reflection on how to support frontline educators in developing their teaching skills Alternative approaches to professional development have been established worldwide that support teacher education and contribute to professional development that is informed by practice created for practice and refined in practice This volume provides a rich portrait of these emergent strategies in the professional development of math teachers bridging the divide between theory and practice Written by researchers around the world the contributions examine innovative approaches to the professional development of math teachers in different countries Many of these approaches take into account the practitioner s point of view and are fundamentally rooted in the context of the classroom Mathematics Education in the Early Years Martin Carlsen,Ingvald Erfjord,Per Sigurd Hundeland,2020-03-13 This book gives insights in the vivid research area of early mathematics learning The collection of selected chapters mirrors the research topics presented at the fourth POEM conference in May 2018 Thematically the volume reflects the importance of this evolving area of research which has begun to attract attention in the spheres of education and public policy due to increased interest in early years learning The research foci of the chapters comprise children s mathematical reasoning early years mathematics teaching and the role of parents for children s mathematical development The 2018 conference included a wider range of researchers than previous years 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 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

**Issues in Mathematics Teaching** Peter Gates,2002-09-11 This book presents the key debates that the mathematics teacher will need to understand reflect on and engage in as part of their professional development Issues in Mathematics Teaching is suitable for those at initial training level right through to practising mathematics teachers Its accessible structure enables the reader to pursue the issues raised as each chapter includes suggestions for further reading and questions for reflection or debate

**A Challenge for Mathematics Education** ,2004-06-17 Fruto de un encuentro celebrado en Vilanova i la Geltrú España en julio de 2002 el libro que presentamos hoy trata uno de los temas de gran importancia para la reflexión pedagógica actual el papel de la globalización vehiculado por lo sugerente de lo común y de lo diverso en educación matemática y sus desafíos

**Adults' Mathematical Thinking and Emotions** Jeff Evans,2002-01-04 The crisis around teaching and learning of mathematics and its use in everyday life and work relate to a number of issues These include The doubtful transferability of school maths to real life contexts the declining participation in A level and higher education maths courses the apparent exclusion of some groups such as women and the aversion of many people to maths This book addresses these issues by considering a number of key problems in maths education and numeracy differences among social groups especially those related to gender and social class the inseparability of cognition and emotion in mathematical activity the understanding of maths anxiety in traditional psychological psychoanalytical and feminist theories how adults numerate thinking and performance must be understood in context The author s findings have practical applications in education and training such as clarifying problems of the transfer of learning and of countering maths anxiety

**Connecting Mathematics and Mathematics Education** Erich Christian Wittmann,2020-12-09 This open access book features a selection of articles written by Erich Ch Wittmann between 1984 to 2019 which shows how the design science conception has been continuously developed over a number of decades The articles not only describe this conception in general terms but also demonstrate various substantial learning environments that serve as typical examples In terms of teacher education the book provides clear information on how to combine well

understood mathematics and methods courses to benefit of teachers The role of mathematics in mathematics education is often explicitly and implicitly reduced to the delivery of subject matter that then has to be selected and made palpable for students using methods imported from psychology sociology educational research and related disciplines While these fields have made significant contributions to mathematics education in recent decades it cannot be ignored that mathematics itself if well understood provides essential knowledge for teaching mathematics beyond the pure delivery of subject matter For this purpose mathematics has to be conceived of as an organism that is deeply rooted in elementary operations of the human mind which can be seamlessly developed to higher and higher levels so that the full richness of problems of various degrees of difficulty and different means of representation problem solving strategies and forms of proof can be used in ways that are appropriate for the respective level This view of mathematics is essential for designing learning environments and curricula for conducting empirical studies on truly mathematical processes and also for implementing the findings of mathematics education in teacher education where it is crucial to take systemic constraints into account Red, Black, and Objective Sal

Restivo,2016-04-08 Drawing on the empirical findings generated by researchers in science studies and adopting Kropotkin s concept of anarchism as one of the social sciences Red Black and Objective expounds and develops an anarchist account of science as a social construction and social institution Restivo s account is at once normative analytical organizational and policy oriented in particular with respect to education With attention to the social practices and discourse of science this book engages with the works of Feyerabend and Nietzsche as well as philosophers and historians of objectivity to ground an anarchistic sociology of science Marx and Durkheim figure prominently in this account as precursors of the contemporary science studies perspective on the perennial question What is science The result is an approach to understanding the science and society nexus that is at once an extension of Restivo s earlier work and a novel adaptation of the anarchist agenda Red Black and Objective is an exploration by one of the founders of the science studies movement of questions in theory practice values and policy As such it will appeal to those with interests in science and technology studies social theory and sociology and philosophy of science and technology **Primary Mathematics and the Developing Professional** Alison

Millett,Margaret Brown,Mike Askew,2007-07-11 Abstract This introduction sets the scene for the remainder of the book by considering first the international context of widespread concern about the improvement of numeracy skills This is related to reform movements in the United Kingdom the United States and other countries aimed at modernising primary elementary school mathematics curricula A detailed account is given of the National Numeracy Strategy in England a systemic government imposed response to concern about standards implemented in 1999 2000 This includes a discussion of the alternative meanings of numeracy An earlier initiative sponsored by a United Kingdom charitable trust reacting to concern about primary numeracy was the Leverhulme Numeracy Research Programme This large scale longitudinal study and linked set of case study projects focusing on reasons for low attainment took place during 1997 2002 This book and each other in

the same series is based on results of that research The timescale fortuitously enabled the research team to also report on some effects of the systemic reform in the National Numeracy Strategy 1 THE INTERNATIONAL CONTEXT In many countries there are recurring periods of national concern about the low standards of calculation skills shown by children in primary elementary schools Recently these concerns have become more urgent and more political with the publication of international comparisons of mathematical achievement first at secondary and more recently at primary level e g Lapointe Mead Mullis et al 1997 Mathematical Modelling in Education and Culture Q-X Ye,W Blum,S K Houston,Q-Y

Jiang,2003-05-01 The mathematical modelling movement in mathematics education at school and university level has been influencing curricula for about 25 years Lecturers will find material to enhance their teaching and extracurricular activities and educators will find innovative ideas to inform their course design and focus their research while students will find interesting problems to explore Helps lecturers enhance their teaching and extracurricular activities Provides educators with innovative ideas to inform their course design and focus their research Students will find interesting problems to explore

**Which Way Social Justice in Mathematics Education?** Leone Burton,2003-02-28 This contributed volume explores equity and social justice within the field of mathematics education In part one Helga Jungwirth s introductory chapter provides a strong theoretical overview that is based in actual classroom behaviors and a typology that classifies the various interpretations found within this volume Also in part one Laurie Hart discusses developments in equity research in the United States Part two focuses on results of studies about social justice and their impact on learning in mathematics classrooms in various parts of the world For example in a chapter on Peru social justice does not just encompass gender but also inequalities in opportunities to learn such as problems of resources living and social conditions communal demands and language needs And part three focuses on computers as a resource to mathematics teaching The contributors raise several important social justice issues which have previously remained unresearched Although there are a number of chapters specifically dealing with gender many of the authors use one of the following strategies their gender specific questions are set in a wider socio cultural context they challenge what have threatened to become false orthodoxies or they raise other important issues These other issues include the meaning of democratic citizenship for mathematics classrooms the links between parents and children learning mathematics and the preconceptions of some teachers of underprivileged students in Australia Other chapters explore different forms of classroom communication participation and assessment The pieces on computers state that there is still not enough research to conclude whether computers in the mathematics classrooms are supportive of or detrimental to the learning of all students The one thing on which every author in this volume does agree is that social justice in mathematics education has still not been attained but that we must strive toward it to improve educational practices and society in general **Mathematical Knowledge in Teaching** Tim Rowland,Kenneth

Ruthven,2011-01-06 The quality of primary and secondary school mathematics teaching is generally agreed to depend



crucially on the subject related knowledge of the teacher However there is increasing recognition that effective teaching calls for distinctive forms of subject related knowledge and thinking Thus established ways of conceptualizing developing and assessing mathematical knowledge for teaching may be less than adequate These are important issues for policy and practice because of longstanding difficulties in recruiting teachers who are confident and conventionally well qualified in mathematics and because of rising concern that teaching of the subject has not adapted sufficiently The issues to be examined in Mathematical Knowledge in Teaching are of considerable significance in addressing global aspirations to raise standards of teaching and learning in mathematics by developing more effective approaches to characterizing assessing and developing mathematical knowledge for teaching

### **Researching the Socio-Political Dimensions of Mathematics Education**

Paola Valero, Robyn Zevenbergen, 2006-04-11 Mathematics education research as a discipline is situated at the confluence of an array of diffuse seemingly incommensurable and radically divergent discourses Research claims that have grown out of mathematics education are wide ranging and antagonistic rather than circumscribed by hidebound disciplinary frames While there has never been a unified totalising discipline of knowledge labelled mathematics education research and while it has always been a contested terrain it is fair to say that the master paradigm out of which this field has been generated has been that of cognitive psychology Mainstream mathematics education knowledges refracting the master discourse of psychology whereby cognition serves as the central privileged and defining concept clearly delimits its possibilities for serving as a social tool of democratic transformation The central point of departure of this new collection is that mathematics education research is insufficiently univocal to support the type of uncompromising interpretation that cognitive psychologists would bring to it The hallmark contribution of this pathbreaking volume edited by Paola Valero and Robyn Zevenbergen is the paradigmatic shift the authors have effected in the field of mathematics education research taking up a position at the faultline of socio cultural analysis and critical pedagogy

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