

Contemporary Issues in Mathematics Education

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Contemporary Issues In Mathematics Education

Peter Liljedahl, Manuel Santos-Trigo



Contemporary Issues In Mathematics Education:

Contemporary Issues in Mathematics Education Estela A. Gavosto, Steven G. Krantz, William McCallum, 1999-06-13 This volume presents a serious discussion of educational issues with representations of opposing ideas Contemporary Issues in Mathematics Education John Watts, 1996 **Critical Issues in Mathematics Education** Bharath Sriraman, Paul Ernest, Brian Greer, 2009-06-01 The word critical in the title of this collection has three meanings all of which are relevant One meaning as applied to a situation or problem is at a point of crisis A second meaning is expressing adverse or disapproving comments or judgments A third is related to the verb to critique meaning to analyze the merits and faults of The authors contributing to this book pose challenging questions from multiple perspectives about the roles of mathematics in society and the implications for education Traditional reasons for teaching mathematics include preparing a new generation of mathematics researchers and a cadre of technically competent users of mathematics training students to think logically and because mathematics is as much part of cultural heritage as literature or music These reasons remain valid though open to critique but a deeper analysis is required that recognizes the roles of mathematics in framing many aspects of contemporary society that will connect mathematics education to the lived experiences of students their communities and society in general and that acknowledges the global ethical responsibilities of mathematicians and mathematics educators The book is organized in four sections 1 Mathematics education For what and why 2 Globalization and cultural diversity 3 Mathematics education and society and 4 Social justice in and through mathematics education The chapters address fundamental issues such as the relevance of school mathematics in people's lives creating a sense of agency for the field of mathematics education and redefining the relationship between mathematics as discipline mathematics as school subject and mathematics as part of people's lives Technology in Mathematics Education: Contemporary Issues Dragana Martinovic, Douglas McDougall, Zerkeriya Karadag, 2012 **Third International Handbook of Mathematics Education** M.A. (Ken) Clements, Alan Bishop, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-11-15 The four sections in this Third International Handbook are concerned with a social political and cultural dimensions in mathematics education b mathematics education as a field of study c technology in the mathematics curriculum and d international perspectives on mathematics education These themes are taken up by 84 internationally recognized scholars based in 26 different nations Each of section is structured on the basis of past present and future aspects The first chapter in a section provides historical perspectives How did we get to where we are now the middle chapters in a section analyze present day key issues and themes Where are we now and what recent events have been especially significant and the final chapter in a section reflects on policy matters Where are we going and what should we do Readership Teachers mathematics educators ed policy makers mathematicians graduate students undergraduate students Large set of authoritative international authors *Debates in Mathematics Education* Gwen Ineson, Hilary Povey, 2020-06-15 This new and updated second edition of

Debates in Mathematics Education explores the major issues that mathematics teachers encounter in their daily lives. By engaging with established and contemporary debates, this volume promotes and supports critical reflection and aims to stimulate both novice and experienced teachers to reach informed judgements and argue their point of view with deeper theoretical knowledge and understanding. Divided into five accessible sections, this book investigates and offers fresh insight into topics of central importance in mathematics education, with this second edition including new discussions and chapters on Classic and contemporary issues of pedagogy, politics, philosophy, and sociology of mathematics education. International comparisons of achievement, Digital technologies for teaching, Mastery in mathematics, Pop culture and mathematics, Whether mathematics can be harmful. Designed to stimulate discussion and support you in your own research, writing, and practice through suggested questions and activities throughout, *Debates in Mathematics Education* will be a valuable resource for any student or practising teacher and those engaged in initial teacher education, continuing professional development, or Master's level study. This book also has much to offer to those leading mathematics departments in schools and initial teacher education programmes and to beginning doctoral students looking for a survey of the field of mathematics education research.

High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice Robert Q. Berry III, Basil M. Conway IV, Brian R. Lawler, John W. Staley, 2020-03-09. Empower students to be the change, join the teaching mathematics for social justice movement. We live in an era in which students have, through various media and their lived experiences, a more visceral experience of social, economic, and environmental injustices. However, when people think of social justice, mathematics is rarely the first thing that comes to mind. Through model lessons developed by over 30 diverse contributors, this book brings seemingly abstract high school mathematics content to life by connecting it to the issues students see and want to change in the world. Along with expert guidance from the lead authors, the lessons in this book explain how to teach mathematics for self and community empowerment. It walks teachers step by step through the process of using mathematics across all high school content domains as a tool to explore, understand, and respond to issues of social injustice, including environmental injustice, wealth inequality, food insecurity, and gender, LGBTQ, and racial discrimination. This book features content cross-referenced by mathematical concept and social issues, downloadable instructional materials for student use, user-friendly and logical interior design for daily use, guidance for designing and implementing social justice lessons driven by your own students' unique passions and challenges. Timelier than ever, teaching mathematics through the lens of social justice will connect content to students' daily lives, fortify their mathematical understanding, and expose them to issues that will make them responsive citizens and leaders in the future.

Issues in Mathematics Education Nerida F. Ellerton, 1998. *Elevating Clinical Practice in Mathematics Education* Drew Polly, Christie S. Martin, 2025-06-20. Elevating clinical practice in mathematics education has potential to greatly transform the preparation of effective mathematics teachers. This book showcases examples of clinical practice in mathematics education, with each chapter focused on one of

the National Council for Teachers of Mathematics Effective Teaching Practices *Contemporary Issues in Science, Technology and Mathematics Education (STME)* College of Education, Gindiri (Nigeria). School of Sciences. National Conference, 2006* **Science and Mathematics Education for 21st Century Citizens: Challenges and Ways**

Forwards Laurinda Leite, 2020-09-02 This book addresses the challenges that face science and mathematics education if it is to be relevant to 21st century citizens as well as the ways that outstanding specialists from several countries around the world think it should deal with those challenges Starting with the issue of science and mathematics teacher education in a changing world it moves on to deal with innovative approaches to teaching science and mathematics It then discusses contemporary issues related to the role played by technology in science and mathematics education the challenges of the STEM agenda and ways of making science and mathematics education more inclusive Finally it focuses on assessment issues as the success of science and mathematics education depends at least in part on the purposes for which and ways in which students learning is assessed There is a worldwide trend towards providing meaningful science and mathematics education to all children for the sake of literacy and numeracy development and a need to produce enough science and technology specialists This trend and need coupled with the concern raised by students disengagement in these two knowledge areas and the role that technology may play in countering it put increasingly high demands on teachers As shown in this book science and mathematics education may offer a unique contribution in developing responsible citizens by fostering skills required in order to assume wider responsibilities and roles focusing on personal social and environmental dimensions For instance it offers unique insights into how teachers can build on students complicated and interconnected real worlds to help them learn authentic and relevant science and mathematics Additionally the book highlights potential positive relationships between science and mathematics which are often envisaged as having a conflicting relationship in school curricula By uncovering the similarities between them and by providing evidence that both areas deal with issues that are relevant for citizens daily lives the book explores ways of linking and giving coherence to science and mathematics knowledge as components of everyday life settings It also provides directions for future research on the educational potential of interconnecting science and mathematics at the different educational levels Therefore this is a worthwhile book for researchers teacher educators and schoolteachers It covers theoretical perspectives research based approaches and practical applications that may make a difference in education that is relevant and inclusive for citizens in the 21st century

Contemporary Research and Perspectives on Early Childhood Mathematics Education Iliada Elia, Joanne Mulligan, Ann Anderson, Anna Baccaglini-Frank, Christiane Benz, 2018-02-21 This book brings together a collection of research based papers on current issues in early childhood mathematics education that were presented in the Topic Study Group 1 TSG 1 at the 13th International Congress on Mathematical Education ICME 13 held at the University of Hamburg in 2016 It will help readers understand a range of key issues that early childhood mathematics educators encounter today Research on early

childhood mathematics education has grown in recent years due in part to the well documented positive relation between children's early mathematical knowledge and their later mathematics learning and to the considerable emphasis many countries are now placing on preschool education. The book addresses a number of central questions including: What is mathematical structural development and how can we promote it in early childhood? How can multimodality and embodiment contribute to early mathematics learning and to acquiring a better understanding of young children's mathematical development? How can children's informal mathematics related experiences affect instruction and children's learning in different mathematics content areas? What is the role of tools including technology and picture books in supporting early mathematics learning? What are the challenges in early childhood mathematics education for teachers' education and professional development?

Issues in Mathematics Teaching Peter Gates, 2001. 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.

Mathematical Problem Solving Peter Liljedahl, Manuel Santos-Trigo, 2019-02-12. This book contributes to the field of mathematical problem solving by exploring current themes, trends and research perspectives. It does so by addressing five broad and related dimensions: problem solving heuristics, problem solving and technology inquiry and problem posing in mathematics education, assessment of and through problem solving and the problem solving environment. Mathematical problem solving has long been recognized as an important aspect of mathematics teaching, mathematics and learning mathematics. It has influenced mathematics curricula around the world with calls for the teaching of problem solving as well as the teaching of mathematics through problem solving. And as such it has been of interest to mathematics education researchers for as long as the field has existed. Research in this area has generally aimed at understanding and relating the processes involved in solving problems to students' development of mathematical knowledge and problem solving skills. The accumulated knowledge and field developments have included conceptual frameworks for characterizing learners' success in problem solving activities, cognitive, metacognitive, social and affective analysis, curriculum proposals and ways to promote problem solving approaches.

Ongoing Advancements in Philosophy of Mathematics Education Maria Aparecida Viggiani Bicudo, Bronislaw Czarnocha, Maurício Rosa, Małgorzata Marciniak, 2023-09-30. *Ongoing Advancements in Philosophy of Mathematics Education* approaches the philosophy of mathematics education in a forward movement, analyzing, reflecting and proposing significant contemporary themes in the field of mathematics education. The theme that gives life to the book is philosophy of mathematics education understood as arising from the intertwining between philosophy of mathematics and philosophy of education, which through constant analytical and reflective work regarding teaching and learning practices in mathematics is materialized in its own discipline.

philosophy of mathematics education This is the field of investigation of the chapters in the book The chapters are written by an international cohort of authors from a variety of countries regions and continents Some of these authors work with philosophical and psychological foundations traditionally accepted by Western civilization Others expose theoretical foundations based on a new vision and comprising innovative approaches to historical and present day issues in educational philosophy The final third of the book is devoted to these unique and innovative research stances towards important and change resistant societal topics such as racism technology gaps or the promotion of creativity in the field of mathematics education

Social and Political Dimensions of Mathematics Education Murad Jurdak, Renuka Vithal, Elizabeth de Freitas, Peter Gates, David Kollosche, 2016-04-05 This book examines the current thinking on five critical social and political areas in mathematics education It focuses on material conditions in teaching and learning and details features of social life and their influence on mathematics teaching learning and achievement Following an introduction the first section addresses equitable access and participation in quality mathematics education It explores this issue in different contexts and from different ideological perspectives The second section traces the emergence and development of the notion of activism in mathematics education in theory in the literature in research and in practice The third section then moves on to explore current research on the political forces at work in identity subjectivity and disability within mathematics education showing how emphasis on language and discourse provides information for this research and how new directions are being pursued to address the diverse material conditions that shape learning experiences in mathematics education Economic factors behind mathematics achievement form the topic of section four which examines the political dimensions of mathematics education through the influence of national and global economic structures The final section addresses distribution of power and cultural regimes of truth based on the premise that although often deemed apolitical mathematics and mathematics education are highly political institutions in our society The book concludes with a summary and recommendations for the future

Contemporary Issues in Nigerian Education Mkpa A. Mkpa, 1991 *Sociopolitical Dimensions of Mathematics Education* Murad Jurdak, Renuka Vithal, 2018-01-28 This book documents and expands on the diverse social and political dimensions of mathematics education issues concerns perspectives contexts and approaches presented in Topic Study Group 34 of the 13th International Congress on Mathematical Education ICME 13 The book also argues for and promotes the mainstreaming of the sociopolitical dimensions of mathematics education through an ongoing critique and inquiry into content policies practices and theories Accordingly the main theme throughout the book is captured and illuminated by bringing voices from the margin to the mainstream In this respect it is both aspirational and a reality as evidenced by the increasing references to the sociopolitical dimensions in other areas of mathematics education for example in several of the plenary presentations at the ICME 13 The authors have reflected on their ideas with a view to orienting and enhancing research in the sociopolitical dimensions of mathematics education that is grounded in current education systems within

their specific sociocultural contexts *The Disorder of Mathematics Education* Hauke Straehler-Pohl, Nina Bohlmann, Alexandre Pais, 2016-08-23 Research within a socio political paradigm or turn has been gradually recognized and institutionalized as an important part of mathematics education This book focuses on the neglected problems tensions and contradictions evoked by this process The authors do this by challenging current regimes of truth about mathematics education by identifying how recent technological developments challenge or suspend contemporary conceptions of mathematics education by critiquing the ideological entanglement of mathematics its education and schooling with capitalism by self reflective analyses of researchers impacts on shaping what is and can be perceived as the practice of mathematics education research and by confronting main stream mathematics education with socio political contexts that are usually neglected In this way mathematical rationality becomes contextualized within contemporary society where it reproduces itself through technologies social practices media and other spheres of social life *Teaching Mathematics in Secondary Schools* Linda Haggarty, 2002 The importance placed on mathematics in the school curriculum can hardly be over estimated This book is concerned with exploring the bigger picture of mathematics education

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