

INFORMATION AGE PUBLISHING

MATHEMATICS 2014

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RECENT TITLES



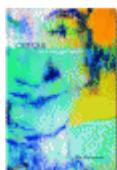
American Educational History Journal VOLUME 41, NUMBERS 1 & 2 2014

Paul J. Ramsey, *Eastern Michigan University*

A volume in the series *American Educational History Journal*
2014. Paperback 9781623967895 \$45.99. Hardcover 9781623967901 \$85.99. eBook 9781623967918 \$50

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The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.



Critique as Uncertainty

Ole Skovsmose

A volume in the series *The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education*
2014. Paperback 9781623967536 \$45.99. Hardcover 9781623967543 \$85.99. eBook 9781623967550 \$50

The title of the book is Critique as Uncertainty. Thus Ole Skovsmose sees uncertainty as an important feature of any critical approach. He does not assume the existence of any blue prints for social and political improvements, nor that certain theoretical structures can provide solid foundations for a critical activities. For him critique is an open and uncertain activity. This also applies to critical mathematics education.

Critique as Uncertainty includes papers Ole Skovsmose already has published as well as some newly written chapters. The book addresses issues about: landscapes of investigations, students' foregrounds, mathematics education and democracy, mathematics and power. Finally it expresses concerns of a critical mathematics education.



Emerging Perspectives on Gesture and Embodiment in Mathematics

Laurie D. Edwards, *St. Mary's College of California*
Francesca Ferrara, *Università di Torino, Italy*
Deborah Moore-Russo, *SUNY, University at Buffalo*

A volume in the series *International Perspectives on Mathematics Education - Cognition, Equity & Society*
2014. Paperback 9781623965532 \$45.99. Hardcover 9781623965549 \$85.99. eBook 9781623965556 \$50

The purpose of the book is to establish a common language for, and understanding of, embodiment as it applies to mathematical thinking, and to link mathematics education research to recent work in gesture studies, cognitive linguistics and the theory of embodied cognition. Just as in past decades,

mathematics education experienced a "turn to the social" in which socio-cultural factors were explored, in recent years there has been a nascent "turn to the body." An increasing number of researchers and theorists in mathematics education have become interested in the fact that, although mathematics may be socially constructed, this construction is not arbitrary or unconstrained, but rather is rooted in, and shaped by, the body. All those who engage with mathematics, whether at an elementary or advanced level, share the same basic biological and cognitive capabilities, as well as certain common physical experiences that come with being humans living in a material world. In addition, the doing and communicating of mathematics is never a purely intellectual activity: it involves a wide range of bodily actions, from committing inscriptions to paper or whiteboard, to speaking, listening, gesturing and gazing. This volume will present recent research on gesture and mathematics, within a framework that addresses several levels of mathematical development. The chapters will begin with contributions that examine early mathematical and proto-mathematical knowledge, for example, the conservation of volume and counting. The role of gesture in teaching and learning arithmetic procedures will be addressed. Core concepts and tools from secondary level mathematics will be investigated, including algebra, functions and graphing. And finally, research into the embodied understanding of advanced topics in geometry and calculus will be presented.

The overall goal for the volume is to acknowledge the multimodal nature of mathematical knowing, and to contribute to the creation of a model of the interactions and mutual influences of bodily motion, spatial thinking, gesture, speech and external inscriptions on mathematical thinking, communication and learning. The intended audience is researchers and theorists in mathematics education as well as graduate students in the field.



Enacted Mathematics Curriculum A Conceptual Framework and Research Needs

Denisse R Thompson, *University of South Florida*
Zalman Usiskin, *The University of Chicago*

2014. Paperback 9781623965839 \$45.99. Hardcover 9781623965846 \$85.99. eBook 9781623965853 \$50

This volume is an outgrowth of the Conference on Research on the Enacted Mathematics Curriculum, funded by the National Science Foundation and held in Tampa, Florida in November 2010. The volume has the potential to be useful to a range of researchers, from established veterans in curriculum research to new researchers in this area of mathematics education. The chapters can be used to generate conversation about researching the enacted mathematics curriculum, including similarities and differences in the variables that can and should be studied across various curricula. As such, it might be used by a curriculum project team as it outlines a research agenda for curriculum or program evaluation. It might also be used as a text in a university graduate course on curriculum research and design.

The chapters in this volume are a natural complement to those in *Approaches to Studying the Enacted Mathematics Curriculum* (Heck, Chval, Weiss, & Ziebarth, 2012), also published by Information Age Publishing. While the present volume focuses on a range of issues related to researching the enacted mathematics curriculum, including theoretical and conceptual issues, the volume by Heck et al. provides insights into different instrumentations used by groups of researchers to study curriculum enactment.



The First Sourcebook on Asian Research in Mathematics Education China, Korea, Singapore, Japan, Malaysia and India

Bharath Sriraman, *The University of Montana*
Jinfa Cai, *University of Delaware*
Kyeonghwa Lee, *Seoul National University*
Lianghuo Fan, *University of Southampton (UK)*
Yoshinori Shimizu, *University of Tsukuba*
Chap Sam Lim, *Universiti Sains Malaysia*
K. Subramaniam, *Tata Institute of Fundamental Research*

A volume in the series *International Sourcebooks in Mathematics and Science Education*
2014. Paperback 9781623967864 \$200. Hardcover 9781623967871 \$299. eBook 9781623967888 \$150

Mathematics and Science education have both grown in fertile directions in different geographic regions. Yet, the mainstream discourse in international handbooks does not lend voice to developments in cognition, curriculum, teacher development, assessment, policy and implementation of mathematics and science in many countries. Paradoxically, in spite of advances in information technology and the "flat earth" syndrome, old distinctions and biases between different groups of researcher's persist. In addition limited accessibility to conferences and journals also contribute to this problem.

The International Sourcebooks in Mathematics and Science Education focus on under-represented regions of the world and provides a platform for researchers to showcase their research and development in areas within mathematics and science education.

The First Sourcebook on Asian Research in Mathematics Education: China, Korea, Singapore, Japan, Malaysia and India provides the first synthesized treatment of mathematics education that has both developed and is now prominently emerging in the Asian and South Asian world. The book is organized in sections coordinated by leaders in mathematics education in these countries and editorial teams for each country affiliated with them. The purpose of unique sourcebook is to both consolidate and survey the established body of research in these countries with findings that have influenced ongoing research agendas and informed practices in Europe, North America (and other countries) in addition to serving as a platform to showcase existing research that has shaped teacher education, curricula and policy in these Asian countries. The book will serve as a standard reference for mathematics education researchers, policy makers, practitioners and students both in and outside Asia, and complement the Nordic and NCTM perspectives.



Learning Over Time Learning Trajectories in Mathematics Education

Alan P. Maloney, *North Carolina State University*
Jere Confrey, *North Carolina State University*
Kenny H. Nguyen, *Catlin Gabel School*

2014. Paperback 9781623965686 \$45.99. Hardcover 9781623965693 \$85.99. eBook 9781623965709 \$50

The driving forces behind mathematics learning trajectories is the need to understand how children actually learn and make sense of mathematics—how they progress from prior knowledge, through intermediate understandings, to the mathematics target understandings—and how to use these insights to improve instruction and student learning. In this book, readers will come to understand what learning trajectories are, the research and methodology that are necessary for developing them, and gain insight into potential applications of learning trajectories.

A synthesis and research outcome in their own right, learning trajectories provide detailed description of instructionally-grounded development of mathematical concepts and reasoning from the perspective of student learning, and, overall, building on decades of accumulated experience in mathematics education research. However, their greater importance may lie in their potential as frameworks that contribute an unprecedented coherence across classroom instruction, professional development, standards, and assessment, by focusing squarely on conceptual understanding and reasoning instead of assessment-driven procedural knowledge. This potential was sufficiently compelling as an organizing framework to have been cited as a basis for the Common Core mathematics standards, the new mathematics learning expectations that are now consistent across most of the United States. (Among the conference attendees were the writers of the Common Core State Standards for Mathematics, at the beginning of the Standards drafting process.)

This book is an outgrowth of a conference on learning trajectories, hosted in 2009 at North Carolina State University, which examined research on learning trajectories. An overarching message of the chapters in this volume is that learning trajectories, by focusing on how children's mathematical reasoning develops, are coming into their own as a rigorous underpinning for both instruction and accountability. Some of the learning scientists featured in this volume have played major roles learning trajectories' evolution--from small-scale day-to-day conjectures by individual teachers, to systematic research endeavors that teachers and scientists alike can use to interpret standards, plan instruction, and formatively assess student work. The work in this volume will be of interest to mathematics educators, teachers, and professional development specialists.



Mathematics in Middle and Secondary School A Problem Solving Approach

Alexander Karp, *Teachers College, Columbia University*
Nicholas Wasserman, *Teachers College, Columbia University*

2014. Paperback 9781623968120 \$45.99. Hardcover 9781623968137 \$85.99. eBook 9781623968144 \$50

The experience and knowledge acquired in teacher education courses should build important fundamentals for the future teaching of mathematics. In particular, experience in mathematical problem solving, and in planning lessons devoted to problem solving, is an essential component of teacher preparation. This book develops a problem solving approach and is intended to be a text used in mathematics education courses (or professional development) for pre-service or in-service middle and secondary school teachers. It can be used both in graduate and undergraduate courses, in accordance with the focus of teacher preparation programs.

The content of the book is suited especially for those students who are further along in their mathematics education preparation, as the text is more

involved with mathematical ideas and problem solving, and discusses some of the intricate pedagogical considerations that arise in teaching. The text is written not as an introduction to mathematics education (a first course), but rather as a second, or probably, third course. The book deals both with general methodology issues in mathematics education incorporating a problem solving approach (Chapters 1-6) and with more concrete applications within the context of specific topics – algebra, geometry, and discrete mathematics (Chapters 7-13).

The book provides opportunities for teachers to engage in authentic mathematical thinking. The mathematical ideas under consideration build on specific middle and secondary school content while simultaneously pushing the teacher to consider more advanced topics, as well as various connections across mathematical domains. The book strives to preserve the spirit of discussion, and at times even argument, typical of collaborative work on a lesson plan. Based on the accumulated experience of work with future and current teachers, the book assumes that students have some background in lesson planning, and extends their thinking further. Specifically, this book aims to provide a discussion of how a lesson plan is constructed, including the ways in which problems are selected or invented, rather than the compilation of prepared lesson plans. This approach reflects the authors' view that the process of searching for an answer is often more important than the formal result.

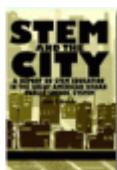


Selected writings from the Journal of the Mathematics Council of the Alberta Teachers' Association Celebrating 50 years (1962-2012) of delta-K

Egan J Chernoff, *University of Saskatchewan*
Gladys Sterenberg, *Mount Royal University*

A volume in the series *The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education*
2014. Paperback 9781623967000 \$45.99. Hardcover 9781623967017 \$85.99. eBook 9781623967024 \$50

The teaching and learning of mathematics in Alberta - one of three Canadian provinces sharing a border with Montana - has a long and storied history. An integral part of the past 50 years (1962-2012) of this history has been delta-K: Journal of the Mathematics Council of the Alberta Teachers' Association. This volume, which presents ten memorable articles from each of the past five decades, that is, 50 articles from the past 50 years of the journal, provides an opportunity to share this rich history with a wide range of individuals interested in the teaching and learning of mathematics and mathematics education. Each decade begins with an introduction, providing a historical context, and concludes with a commentary from a prominent member of the Alberta mathematics education community. As a result, this monograph provides a historical account as well as a contemporary view of many of the trends and issues in the teaching and learning of mathematics. This volume is meant to serve as a resource for a variety of individuals, including teachers of mathematics, mathematics teacher educators, mathematics education researchers, historians, and undergraduate and graduate students. Most importantly, this volume is a celebratory retrospective on the work of the Mathematics Council of the Alberta Teachers' Association.



STEM and the City A Report on STEM Education in the Great American Urban Public School System

Clair T. Berube

2014. Paperback 9781623966379 \$45.99. Hardcover 9781623966386 \$85.99. eBook 9781623966393 \$50

The future of American STEM education is here...in every state, there are thousands students that would benefit from science education, if only they had the resources, support systems and psychological ownership. There are brilliant young minds that could be called on to solve a myriad of world problems, earning money and respect in the process. But these students don't see science as a viable option for a life. Or they do but there are no textbooks in the classroom, or the teacher is the fifth one this semester...and he is on the verge of leaving too.

If STEM (science, technology, engineering and mathematics) careers are the future driving force of the American economy; and if only an anointed few American students choose STEM as a career path, where will that leave us as a nation as we strive to compete on the global stage? Will America maintain its position as leader of the free world? Can a country that shuns the word "elite" ever maintain its elite status? Everything we value depends on this; our national security, reputation, and quality of life all depend on our ability to meet the needs of future generations of American workers as they compete for jobs. Jobs that will require problem solving skills, innovation, creativity, scientific literacy, and mathematical knowledge. Jobs that will require Americans who are tops in their fields with expertise, intellectual curiosity, ambition and vision. This book seeks to address these problems, as well as providing an historical backdrop for the discussion of STEM in American schools, race and gender issues, the effects of the standards movement on STEM, and what good teaching looks like in urban public schools. The future is here. Will we rise to the occasion?



Abstracts of The First Sourcebook on Asian Research in Mathematics Education

China, Korea, Singapore, Japan, Malaysia and India

Bharath Sriraman, *The University of Montana*
Jinfa Cai, *University of Delaware*
Kyeonghwa Lee, *Seoul National University*
Lianghuo Fan, *University of Southampton (UK)*
Yoshinori Shimizu, *University of Tsukuba*
Chap Sam Lim, *Universiti Sains Malaysia*
K. Subramaniam, *Tata Institute of Fundamental Research*

A volume in the series *International Sourcebooks in Mathematics and Science Education*

2013. Paperback 978-1-61735-825-8 \$29.99. Hardcover 978-1-61735-826-5 \$39.99. eBook 978-1-61735-827-2 \$50

Mathematics and Science education have both grown in fertile directions in different geographic regions. Yet, the mainstream discourse in international handbooks does not lend voice to developments in cognition, curriculum, teacher development, assessment, policy and implementation of mathematics and science in many countries. Paradoxically, in spite of advances in information technology and the “flat earth” syndrome, old distinctions and biases between different groups of researcher’s persist. In addition limited accessibility to conferences and journals also contribute to this problem.

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American Educational History Journal

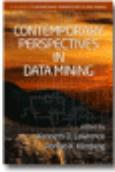
Volume 40, # 1 & 2, 2013

Paul J. Ramsey, *Eastern Michigan University*

A volume in the series *American Educational History Journal*

2013. Paperback 978-1-62396-421-4 \$45.99. Hardcover 978-1-62396-422-1 \$85.99. eBook 978-1-62396-423-8 \$50

The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.



Contemporary Perspectives in Data Mining, Volume 1

Kenneth D. Lawrence, *New Jersey Institute of Technology*
Ronald Klimberg, *Saint Joseph's University*

A volume in the series *Contemporary Perspectives in Data Mining*

2013. Paperback 9781623960551 \$45.99. Hardcover 9781623960568 \$85.99. eBook 9781623960575 \$50

The series, Contemporary Perspectives on Data Mining, is composed of blind refereed scholarly research methods and applications of data mining. This series will be targeted both at the academic community, as well as the business practitioner.

Data mining seeks to discover knowledge from vast amounts of data with the use of statistical and mathematical techniques. The knowledge is extracted from this data by examining the patterns of the data, whether they be associations of groups or things, predictions, sequential relationships between time order events or natural groups.

Data mining applications are seen in finance (banking, brokerage, insurance), marketing (customer relationships, retailing, logistics, travel), as well as in manufacturing, health care, fraud detection, home-land security, and law enforcement.



The Development of Teaching Expertise from an International Perspective

Su Liang, *California State University - San Bernardino*

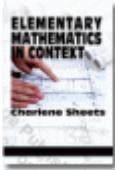
A volume in the series *The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education*

2013. Paperback 9781623963767 \$45.99. Hardcover 9781623963774 \$85.99. eBook 9781623963781 \$50

This book provides an insightful view of effective teaching practices in China from an international perspective by examining the grades 7-12 mathematics teacher preparation in the Shandong province of China. It is an excellent reference book for teacher educators, researchers, reformers, and teaching practitioners. A qualitative research approach, involving in-depth interviews with purposive sampling of ten grades 7-12 award-winning mathematics teachers, was chosen to conduct the study. The participants are from the Shandong province and have been awarded recognition for his/her achievements in teaching grades 7-12 mathematics by the different levels: school, district, city, province, or nation; and his/her students have achieved high average scores in college entrance exams or in high school entrance exams among the classes at the same grade level.

Data analysis revealed the following findings: first, grades 7-12 mathematics teachers from the Shandong province of China were prepared to teach through pre-service training, in-service training, and informal learning. The pre-service training can be characterized as emphasizing formal mathematics training at advanced level. The in-service training is integrated with teacher collaboration and teaching research, and has the characteristics of diversity, continuity, and orientation toward teaching practice. The in-service training also stimulates teachers to conduct self-directed learning. Second, the award-winning grades 7-12 mathematics teachers are identified by the following characteristics: they are passionate about mathematics and share their passion through teaching; they actively take part in teaching research through application of teaching research in the classroom, collaboration with peers, and systematic lesson preparation; they apply technology into teaching; and they take an active role in teaching research in order to expand their professional opportunities.

Based on the findings of this study, the following conclusions were reached: pre-service training and in-service training are both necessary processes for mathematics teachers to build up their knowledge base for effective teaching. Pre-service training is just a starting point for the teaching profession. In-service training, integrated with teacher collaboration and teaching research should be a continuous activity that is a part of a teacher's everyday life.



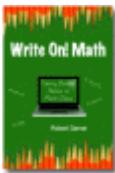
Elementary Mathematics in Context

Charlene Sheets

2013. Paperback 9781623963798 \$45.99. Hardcover 9781623963804 \$85.99. eBook 9781623963811 \$50

These materials were developed, in part, by a grant from the federally-funded Mathematics and Science Partnership through the Center for STEM Education. Some of the activities were adapted from the National Council of Teachers of Mathematics Illuminations, the National Library of Virtual Manipulatives, Hands-On Math Projects with Real Applications by Judith A. Muschla and Gary R. Muschla, Learning Math with Calculators: Activities for Grades 3-8 by Len Sparrow and Paul Swan, and Mathematical Ideas by Charles D. Miller, Vern E. Heeren and John Hornsby.

The following UNC Charlotte, Charlotte, North Carolina graduates contributed to the development of the work products: Anna Athanasopoulou, Stephen Chambers, Fabio Franco, Jen Krieger, Morgan Leith, Chris Muellenbach, Ashley Nagowski, Jamie Pursley, Brandy Reece, Lauren Selvey and Linda Xiong.



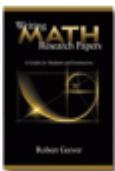
WRITE ON! MATH Taking Better Notes in Math Class

Robert Gerver

2013. Paperback 978-1-62396-406-1 \$29.99. Hardcover 978-1-62396-407-8 \$49.99. eBook 978-1-62396-408-5 \$50

Write On! Math is a program that offers specific strategies and projects designed to keep your students engaged during math class, strengthen their mathematics, and teach them technical writing skills. Write On! Math is a program that will teach students systematically how to take better notes in math class. Total concentration is a prerequisite to learning how to take better notes. Therefore, a by-product of taking better notes is staying focused in class.

Possibly, as a teacher, you at one time remarked to a colleague how you understood something better (or even for the first time!) when you had to teach it. There is no better way to ensure you know something well than to have to teach it to somebody else. The Write On! Math program requires students to do exactly that—that is why it improves their mathematics as well as teaches them a valuable writing technique not taught in English class. Write On! Math will improve the way you present material to your students in class and on your handouts.



Writing Math Research Papers A Guide for Students and Instructors

Robert Gerver

2013. Paperback 9781623962395 \$45.99. eBook 9781623962401 \$50

Mathematics research papers provide a forum for all mathematics enthusiasts to exercise their mathematical experience, expertise and excitement. The research paper process epitomizes the differentiation of instruction, as each student chooses their own topic and extends it as far as their desire takes them. The features and benefits of the research paper process offer a natural alignment with all eight Common Core State Standards for Mathematical Practice.

Writing Math Research Papers serves both as a text for students and as a resource for instructors and administrators. It systematically describes the steps involved in creating a mathematics research paper and an oral presentation. The chapters offer tips on technical writing, formatting, and preparing visual aids. For instructors and administrators, the book covers the logistics necessary in setting up a mathematics research program in a high school setting. This program received the 1997 Chevron Best Practices in Education Award as the premier high school mathematics course in the United States.

BACK LIST

| Title | Year | Hardcover | Paperback |
|---|------|-------------------------------|-------------------------------|
| Approaches to Studying the Enacted Mathematics Curriculum Dan Heck, Kathryn Chval, Iris Weiss, Steven W. Ziebarth <i>Series: Research in Mathematics Education</i> | 2012 | \$45.99 978-1-61735-877-7 | \$85.99 978-1-61735-878-4 |
| Crossroads in the History of Mathematics and Mathematics Education Bharath Sriraman <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i> | 2012 | \$45.99 978-1-61735-704-6 | \$85.99 978-1-61735-705-3 |
| Latinos/as and Mathematics Education: Research on Learning and Teaching in Classrooms and Communities Kip Téllez, Judit N. Moschkovich, Marta Civil <i>Series: Research in Educational Diversity and Excellence</i> | 2011 | \$45.99 978-1-61735-420-5 | \$85.99 978-1-61735-421-2 |
| Relearning Mathematics: A Challenge for Prospective Elementary School Teachers Rina Zazkis | 2011 | \$45.99 978-1-61735-487-8 | \$85.99 978-1-61735-488-5 |
| Discrete Mathematics For Teachers Ed Wheeler, Jim Brawner | 2010 | \$50 978-1-61735-026-9 | |
| The First Sourcebook on Nordic Research in Mathematics Education: Norway, Sweden, Iceland, Denmark and contributions from Finland Bharath Sriraman, Christer Bergsten, Simon Goodchild, Gudbjorg Palsdottir, Bettina Dahl Søndergaard, Lenni Haapasalo <i>Series: International Sourcebooks in Mathematics and Science Education</i> | 2010 | \$299.99 978-1-61735-098-6 | \$399.99 978-1-61735-099-3 |
| A Five-Year Study of the First Edition of the Core-Plus Mathematics Curriculum Harold Schoen, Steven W. Ziebarth, Christian R. Hirsch, Allison BrckaLorenz <i>Series: Research in Mathematics Education</i> | 2010 | \$45.99 978-1-60752-413-7 | \$85.99 978-1-60752-414-4 |
| Future Curricular Trends in School Algebra And Geometry: Proceedings of A Conference Zalman Usiskin, Kathleen Andersen, Nicole Zotto <i>Series: Research in Mathematics Education</i> | 2010 | \$45.99 978-1-61735-006-1 | \$85.99 978-1-61735-007-8 |
| Interdisciplinarity for the 21st Century: Proceedings of the 3rd International Symposium on Mathematics and its connections to the Arts and Sciences, Moncton 2009 Bharath Sriraman, Viktor Freiman <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i> | 2010 | \$45.99 978-1-61735-218-8 | \$85.99 978-1-61735-219-5 |
| International Perspectives on Gender and Mathematics Education Helen J. Forgasz, Joanne Rossi Becker, Kyeonghwa Lee, Olof Steinthorsdottir <i>Series: International Perspectives on Mathematics Education - Cognition, Equity & Society</i> | 2010 | \$45.99 978-1-61735-041-2 | \$85.99 978-1-61735-042-9 |
| Language and Mathematics Education: Multiple Perspectives and Directions for Research Judit N. Moschkovich <i>Series: Research in Mathematics Education</i> | 2010 | \$45.99 978-1-61735-159-4 | \$85.99 978-1-61735-160-0 |
| The Role of Mathematics Discourse in Producing Leaders of Discourse Libby Knott <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i> | 2010 | \$45.99 978-1-60752-282-9 | \$85.99 978-1-60752-283-6 |
| Topics in Mathematics for Elementary Teachers: A Technology-Enhanced Experiential Approach Sergei Abramovich | 2010 | \$45.99 978-1-60752-460-1 | \$85.99 978-1-60752-461-8 |
| Unpacking Pedagogy: New Perspectives for Mathematics Margaret Walshaw <i>Series: International Perspectives on Mathematics Education - Cognition, Equity & Society</i> | 2010 | \$45.99 978-1-60752-427-4 | \$85.99 978-1-60752-428-1 |

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| Variability is the Rule: A Companion Analysis of K-8 State Mathematics Standards John P. Smith III <i>Series: Research in Mathematics Education</i> | 2010 | \$45.99 978-1-61735-197-6 | \$85.99 978-1-61735-198-3 |
| What About Us?: Standards-Based Education and the Dilemma of Student Subjectivity Edgar D. Johnson III | 2010 | \$45.99 978-1-61735-188-4 | \$85.99 978-1-61735-189-1 |
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