



Multiple Perspectives on Mathematics Teaching and Learning (International Perspectives on Mathematics Education)

By Jo Boaler

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Multiple Perspectives on Mathematics Teaching and Learning offers a collection of chapters that take a new look at mathematics education. Leading authors, such as Deborah Ball, Paul Cobb, Jim Greeno, Stephen Lerman, and Michael Apple, draw from a range of perspectives in their analyses of mathematics teaching and learning. They address such practical problems as: the design of teaching and research that acknowledges the social nature of learning, maximizing the impact of teacher education programs, increasing the learning opportunities of students working in groups, and ameliorating the impact of male domination in mixed classrooms.

These practical insights are combined with important advances in theory. Several of the authors address the nature of learning and teaching, including the ways in which theories and practices of mathematics education recognize learning as simultaneously social and individual. The issues addressed include teaching practices, equity, language, assessment, group work and the broader political context of mathematics reform. The contributors variously employ sociological, anthropological, psychological, sociocultural, political, and mathematical perspectives to produce powerful analyses of mathematics teaching and learning.

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Multiple Perspectives on Mathematics Teaching and Learning (International Perspectives on Mathematics Education) By Jo Boaler Bibliography

- Sales Rank: #928705 in Books
- Brand: Brand: Praeger
- Published on: 2000-07-30
- Original language: English
- Number of items: 1
- Dimensions: 9.25" h x .65" w x 6.13" l, .99 pounds
- Binding: Paperback
- 288 pages

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Review

"The contributors variously employ sociological, anthropological, psychological, sociocultural, political, and mathematical perspectives to produce powerful analyses of mathematics teaching and learning."-

Adolescence

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Adolescence

About the Author

JO BOALER is Assistant Professor of mathematics education at Stanford University. She is a former secondary school teacher of mathematics. She has also worked as the deputy director of a national assessment project in the UK, researching and developing assessments for students across the country. She is author of the book *Experiencing School Mathematics*. Her research interests include mathematics teaching approaches, assessment and equity. She is currently the PI of a NSF project investigating the relationship between mathematics teaching, learning, and curriculum approach.

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