

INFORMATION AGE PUBLISHING

MATHEMATICS 2013

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RECENT TITLES



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.

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.



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.



The Brilliance of Black Children in Mathematics

Jacqueline Leonard, *University of Wyoming*
Danny B. Martin, *University of Illinois at Chicago*

2013. Paperback 9781623960797 \$45.99. Hardcover 9781623960803 \$85.99. eBook 9781623960810 \$50

This book is a critically important contribution to the work underway to transform schooling for students who have historically been denied access to a quality education, specifically African American children. The first section of the book provides some historical perspective critical to understanding the current state of education in the U.S., specifically for the education of African American children. The following sections include chapters on policy, learning, ethnomathematics, student identity, and teacher preparation as it relates to the mathematical education of Black children. Through offering “counternarratives” about mathematically successful Black youth, advocating for a curriculum that is grounded in African American culture and ways of thinking, providing shining examples of the brilliance of Blacks students, and promoting high expectations for all rather than situating students as the problem, the authors of this book provide powerful insights related to the teaching and learning of mathematics for African American students. As is made evident in this book, effective teaching involves much more than just engaging students in inquiry-based pedagogy (Kitchen, 2003). The chapters offered in this book demonstrate how mathematics instruction for African American students needs to take into account historical marginalization and present-day policies that do harm to Black students (Kunjufu, 2005). Empowering mathematics instruction for African American students needs to take into consideration and promote students’ cultural, spiritual, and historical identities. Furthermore, mathematics instruction for African American students should create opportunities for students to express themselves and the needs of their communities as a means to promote social justice both within their classrooms and communities.



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*

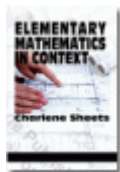
2013. Paperback 9781623963767 \$45.99. Hardcover 9781623963774 \$85.99. eBook 9781623963781 \$50

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.



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 9781623960285 \$139. Hardcover 9781623960292 \$189. eBook 9781623960308 \$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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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.



Mathematics Teacher Education in the Public Interest Equity and Social Justice

Bharath Sriraman, *The University of Montana*
Laura J. Jacobsen, *Radford University*
Jean Mistele, *Radford University*

A volume in the series *International Perspectives on Mathematics Education - Cognition, Equity & Society*
2013. Paperback 9781617359682 \$45.99. Hardcover 9781617359699 \$85.99. eBook 9781617359705 \$50

Mathematics teacher education has a critical role to play in preparing teachers to put at center stage goals to support equity in mathematics education and to diversify student interest and participation in mathematics. These goals must also resonate with broader public interest goals to improve educational and social conditions both in the U.S. and abroad. The Mathematics Teacher Education in the Public Interest book aims to support mathematics teacher educators to prepare teachers with new knowledge and skills to support all students to learn mathematics and to become informed, engaged, and critical citizens within their community, nation, and world. While internationally there is considerable interest among mathematics educators in issues of equity and social justice, the literature on mathematics teacher education for equity and social justice thus far has been very limited. The book provides theoretical discussions on the need for equity and social justice emphases in mathematics teacher education, as well as practical examples from mathematics teacher educators, documenting their own professional efforts to center practices on equity and social justice. Section emphases include critical perspectives on mathematics teacher education, the use of equity and social justice-themed activities in mathematics teacher preparation courses, and issues of identity and community and cultural contexts in mathematics teacher education. In addition syntheses of major ideas of the book are offered by experienced researchers.



Structural Equation Modeling A Second Course (2nd ed.)

Gregory R. Hancock, *University of Maryland*
Ralph O. Mueller, *University of Hartford*

A volume in the series *Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching*
2013. Paperback 9781623962449 \$45.99. Hardcover 9781623962456 \$85.99. eBook 9781623962463 \$50

Sponsored by the American Educational Research Association's Special Interest Group for Educational Statisticians

This volume is the second edition of Hancock and Mueller's highly-successful 2006 volume, with all of the original chapters updated as well as four new chapters. The second edition, like the first, is intended to serve as a didactically-oriented resource for graduate students and research professionals, covering a broad range of advanced topics often not discussed in introductory courses on structural equation modeling (SEM). Such topics are important in furthering the understanding of foundations and assumptions underlying SEM as well as in exploring SEM, as a potential tool to address new types of research questions that might not have arisen during a first course. Chapters focus on the clear explanation and application of topics, rather than on analytical derivations, and contain materials from popular SEM software.



WRITE ON! MATH

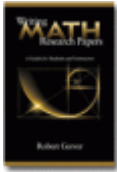
Taking Better Notes in Math Class

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.



Approaches to Studying the Enacted Mathematics Curriculum

Kathryn Chval, *University of Missouri*
Dan Heck, *Horizon Research, Inc.*
Iris Weiss, *Horizon Research, Inc.*
Steven W. Ziebarth, *Western Michigan University*

A volume in the series *Research in Mathematics Education*

2012. Paperback 978-1-61735-877-7 \$45.99. Hardcover 978-1-61735-878-4 \$85.99. eBook 978-1-61735-879-1 \$50

Curriculum materials are among the most pervasive and powerful influences on school mathematics. In many mathematics classes, student assignments, the questions the teacher asks, the ways students are grouped, the forms of assessment, and much more originate in curriculum materials. At the same time, teachers have considerable latitude in how they use their curriculum materials. Two classes making use of the same materials may differ markedly in what mathematics content is emphasized and how students are engaged in learning that content. This volume considers a variety of research tools for investigating the enactment of mathematics curriculum materials, describing the conceptualization, development, and uses of seven sets of tools. Mathematics education researchers, curriculum developers, teacher educators, district supervisors, teacher leaders, and math coaches will find insights that can improve their work, and guidance for selecting, adapting, and using tools for

understanding the complex relationship between curriculum materials and their enactment in classroom instruction.



Crossroads in the History of Mathematics and Mathematics Education

Bharath Sriraman, *The University of Montana*

A volume in the series *The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education*
2012. Paperback 978-1-61735-704-6 \$45.99. Hardcover 978-1-61735-705-3 \$85.99. eBook 978-1-61735-706-0 \$50

The interaction of the history of mathematics and mathematics education has long been construed as an esoteric area of inquiry. Much of the research done in this realm has been under the auspices of the history and pedagogy of mathematics group. However there is little systematization or consolidation of the existing literature aimed at undergraduate mathematics education, particularly in the teaching and learning of the history of mathematics and other undergraduate topics. In this monograph, the chapters cover topics such as the development of Calculus through the actuarial sciences and map making, logarithms, the people and practices behind real world mathematics, and fruitful ways in which the history of mathematics informs mathematics education. The book is meant to serve as a source of enrichment for undergraduate mathematics majors and for mathematics education courses aimed at teachers.

BACK LIST

Title	Year	Paperback	Hardcover
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, Simon Goodchild, Christer Bergsten, Gudbjorg Palsdottir, Lenni Haapasalo, Bettina Dahl Søndergaard <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
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Volume 10, 2013

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