

INFORMATION AGE PUBLISHING

MATHEMATICS 2015

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RECENT TITLES



Cases in Mathematics Teacher Education Tools for Developing Knowledge Needed for Teaching

Margaret S. Smith
Susan N. Friel

A volume in the series *The AMTE Monograph Series*
2015. Paperback 9781623969479 \$45.99. eBook 9781623969486 \$50

(Originally published in 2008)

The goal of AMTE Monograph 4, "Cases in Mathematics Teacher Education: Tools for Developing Knowledge Needed for Teaching", is to provide detailed accounts of case use that will inform the mathematics teacher education community on the range of ways in which cases can be used to foster teacher learning and the capacity to reflect on and learn from teaching. The chapters in this monograph describe the use of cases with preservice and practicing teachers at all levels K - 12, in content and methods courses as well as professional development settings, and focus on developing various aspects of teachers' knowledge base (i.e., content, pedagogy, and students as learners). Hence, Monograph 4 should prove to be a superb resource for mathematics teacher educators.



Contemporary Perspectives in Data Mining, Volume 2

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

A volume in the series *Contemporary Perspectives in Data Mining*
2015. Paperback 978-1-68123-087-0 \$45.99. Hardcover 978-1-68123-088-7 \$85.99. eBook 978-1-68123-089-4 \$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 in marketing (customer loyalty, identifying profitable customers, instore promotions, e-commerce populations); in business (teaching data mining, efficiency of the Chinese automobile industry, moderate asset allocation funds); and techniques (veterinary predictive models, data integrity in the cloud, irregular pattern detection in a mobility network and road safety modeling.)



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

Bharath Sriraman, *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*
2015. Paperback 9781623960285 \$200. Hardcover 9781623960292 \$299. eBook 9781623960308 \$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.



Inquiry into Mathematics Teacher Education

Fran Arbaugh
P. Mark Taylor

A volume in the series *The AMTE Monograph Series*
2015. Paperback 9781623969493 \$45.99. eBook 9781623969509 \$50

(Originally published in 2008)

The 14 chapters in this monograph provide support for mathematics teacher educators in both their Practical Knowledge and their Professional Knowledge. Individually, these articles provide insights into advancing our thinking about professional development, teacher preparation, and program development. Collectively, they have the potential to help the field of mathematics teacher education move forward in framing effective practices in mathematics teacher education and developing a focused, cohesive research agenda. ATME's Monograph 5, therefore, is a superb resource for mathematics teacher education.



Mathematical Understanding for Secondary Teaching

A Framework and Classroom-Based Situations

M. Kathleen Heid, *The Pennsylvania State University*
Patricia S. Wilson, *University of Georgia*
Glendon W. Blume, *The Pennsylvania State University*

2015. Paperback 978-1-68123-113-6 \$59.99. Hardcover 978-1-68123-114-3 \$89.99. eBook 978-1-68123-115-0 \$50

A perennial discussion about teacher development is the optimal content background for teachers. In recent years, that discussion has taken center stage in the work of mathematics education researchers, mathematicians, mathematics professional developers, and mathematics education policymakers. Much of the existing and prior work in this area has been directed toward mathematical knowledge for teaching at the elementary level. The work described in this volume takes a sometimes-neglected approach, focusing on the dynamic nature of mathematical understanding rather than on a stable description of mathematical knowledge, and on mathematics for secondary teaching rather than mathematics for teaching at the elementary level.

The work reported in *Mathematical Understanding for Secondary Teaching: A Framework and Classroom-Based Situations* is a practice-based response to the question of what mathematical understandings secondary teachers could productively use in their teaching. For each of more than 50 events, our team of almost 50 mathematics educators who were experienced mathematics teachers developed descriptions of the mathematics that teachers could use—each of those descriptions (consisting of the event and the mathematics related to the event) is what we call a Situation. We developed our Framework for Mathematical Understanding for Secondary Teaching (MUST) based on an analysis of our entire set of Situations. We call the work practice-based because the MUST framework is based on actual events that we witnessed in our observations of secondary mathematics practice.

Groups of mathematics teachers can use this volume to enhance their own understandings of secondary mathematics. School leaders and professional developers in secondary mathematics will find our MUST Framework and Situations useful as they work with teachers in enhancing and deepening their understanding of secondary mathematics. Mathematics teacher educators and mathematicians who teach mathematics to prospective and in-service secondary teachers will be able to couch their mathematical discussions in the Situations—examples that arise from secondary mathematics classrooms. They will be able to use this volume as they design courses and programs that enhance mathematics from the perspectives identified in the MUST framework. Policymakers and researchers can use our MUST framework as they consider the mathematics background needed by teachers.



Mathematics Teaching

Putting Research into Practice at All Levels

Johnny W. Lott
Jennifer Luebeck

A volume in the series *The AMTE Monograph Series*
2015

(Originally published in 2010)

The seventh monograph of AMTE highlights examples of important scholarship of and for the mathematics teacher education community. This monograph, like others produced by AMTE, serves as a forum for mathematics teacher educators to exchange ideas, experiences, resources, and detailed accounts of work to improve teacher preparation. Chapters in this monograph take up a variety of issues such as using online social networking in the preparation of teachers, examining the impact of textbook specific professional development, and offering a mathematics-specific reading in the content area course.



Middle Math

Improving the Undergraduate Preparation of Teachers of Middle Grades Mathematics

Mary B. Eron
Sidney L. Rachlin

A volume in the series *The AMTE Monograph Series*
2015. Paperback 9781623969431 \$45.99. eBook 9781623969448 \$50

(Originally published in 2005)

This monograph represents the work of many mathematics teacher educators explored the content knowledge and pedagogical knowledge that make up the middle grades learning experience. The middle grades remains a unique period of time in students' development and as such provides both challenges and promising opportunities for those who prepare teachers of middle grades mathematics. This work is the final product of an exciting NSF supported endeavor that gathered leaders in the field and explored curriculum, case studies of program models at several institutions, as well as issue papers on such key topics as assessment, technology, and preparing culturally responsive teachers. AMTE hopes this monograph will stimulate discussion and bring attention to this critical period of schooling.



Refractions of Mathematics Education

Festschrift for Eva Jablonka

Christer Bergsten, *Linköpings Universitet, Sweden*
Bharath Sriraman, *University of Montana*

A volume in the series *Cognition, Equity & Society: International Perspectives*
2015. Paperback 978-1-68123-029-0 \$45.99. Hardcover 978-1-68123-030-6 \$85.99. eBook 978-1-68123-031-3 \$50

The diversity of research in mathematics education has been addressed as both, a problem and a strength. When manifested through adherence to different intellectual roots and theoretical orientations, diversions constitute 'refractions' of mathematics education. The collection and analysis of empirical data in a study are by necessity refracted through the specific analytical lens employed, as well as the aim of the study itself. Refractions can also refer to looking at old phenomena through new lenses.

The chapters in this book are refracted through philosophical, political, mathematical and personal lenses by distinguished authors in the field, addressing issues about the elusive experience of doing mathematics, purification of texts, refractions, mathematics and ethnomathematics, political messages in textbook tasks, mathematics education policy debate, the political in mathematics education research, philosophy and mathematics, meanings and representations, identity of mathematical modeling, and dilemmas in the teaching of calculus.

An ancient Sanskrit adage states that Knowledge is something that grows when shared, but shrinks when hoarded. Academics engaged in the generation of new Knowledge are blessed with both the time and the freedom to engage in pursuits that allow for intellectual pleasure. As a phenomenon of the Zeitgeist many have succumbed to the increased corporatization of academic work, engaging in activities for monetary and self advancement purposes. Are there any real intellectuals left in academia, à la Adorno, Bourdieu, Chomsky, Foucault, among others? This Festschrift is dedicated to academics that don't bother with self promotion or aggrandizement of themselves or their ideas in simplistic terms.



Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers

Denise S. Mewborn, *University of Georgia*
Hollylynn S. Lee

A volume in the series *The AMTE Monograph Series*
2015

(Originally published in 2009)

The sixth monograph of AMTE highlights examples of the important scholarship of the mathematics teacher education community. This monograph, like others produced by AMTE, serves as a forum for mathematics teacher educators to exchange ideas, experiences, resources, and detailed accounts of work to improve preservice and inservice teacher preparation. Chapters address important issues such as: designing tasks to emphasize mathematics knowledge for teaching; capitalizing on opportunities for student teaching mentor learning; and learning to lead classroom mathematics discussions.



The Work of Mathematics Teacher Educators Continuing the Conversation

Kathleen Lynch-Davis
Robin L. Rider

A volume in the series *The AMTE Monograph Series*
2015. Paperback 9781623969417 \$45.99. eBook 9781623969424 \$50

(Originally published in 2004)

A major focus of teacher education is the development of preservice teachers. However, it should not be the only focus of those who work in teacher education. Educating inservice teachers is equally important, and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well. This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators. This monograph discusses issues in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education.



The Work of Mathematics Teacher Educators Continuing the Conversation - 2006

Kathleen Lynch-Davis
Robin L. Rider

A volume in the series *The AMTE Monograph Series*
2015. Paperback 9781623969455 \$45.99. eBook 9781623969462 \$50

(Originally published in 2005)

A major focus of teacher education is the development of preservice teachers. However, it should not be the only focus of those who work in teacher education. Educating inservice teachers is equally important, and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well. This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators. This monograph discusses issues in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education.



American Educational History Journal Volume 41 #1 & 2

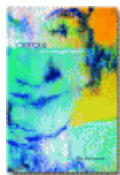
Paul J. Ramsey, *Eastern Michigan University*

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

Book Review Editor: **Susan Studer**, *California Baptist University*
Associate Editor: **Donna M. Davis**, *University of Missouri—Kansas City*

Associate Editor: **Joshua Garrison**, *University of Wisconsin–Oshkosh*
Managing Editor: **Mindy Spearman**, *Clemson University*
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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 *Cognition, Equity & Society: International Perspectives*
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.



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.

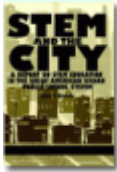


Selected writings from the Journal of the Mathematics Council of the Alberta Teachers' Association Celebrating 50 years (1962-2012) of delta-K

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?



Writing Math Research Papers - 4th Edition A Guide for High School Students and Instructors

Robert Gerver

2014. Paperback 9781623968632 \$45.99. Hardcover 9781623968649 \$69.99. eBook 9781623968656 \$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. This program received the 1997 Chevron Best Practices in Education Award as the premier high school mathematics course in the United States. This book is an excellent resource for students and teachers of the International Baccalaureate program.

BACK LIST

Title	Year	Hardcover	Paperback
American Educational History Journal: Volume 40 #1 & 2 Paul J. Ramsey <i>Series: American Educational History Journal</i>	2013	\$45.99 978-1-62396-421-4	\$85.99 978-1-62396-422-1
The Brilliance of Black Children in Mathematics Jacqueline Leonard, Danny B. Martin	2013	\$45.99 9781623960797	\$85.99 9781623960803
Contemporary Perspectives in Data Mining, Volume 1 Kenneth D. Lawrence, Ronald Klimberg <i>Series: Contemporary Perspectives in Data Mining</i>	2013	\$45.99 9781623960551	\$85.99 9781623960568
The Development of Teaching Expertise from an International Perspective Su Liang <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2013	\$45.99 9781623963767	\$85.99 9781623963774
Elementary Mathematics in Context Charlene Sheets	2013	\$45.99 9781623963798	\$85.99 9781623963804
Mathematics Teacher Education in the Public Interest: Equity and Social Justice Laura J. Jacobsen, Jean Mistele, Bharath Sriraman <i>Series: Cognition, Equity & Society: International Perspectives</i>	2013	\$45.99 9781617359682	\$85.99 9781617359699
Structural Equation Modeling: A Second Course (2nd ed.) Gregory R. Hancock, Ralph O. Mueller <i>Series: Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i>	2013	\$45.99 9781623962449	\$85.99 9781623962456
WRITE ON! MATH: Taking Better Notes in Math Class Robert Gerver	2013	\$29.99 978-1-62396-406-1	\$49.99 978-1-62396-407-8
Writing Math Research Papers: A Guide for Students and Instructors Robert Gerver	2013	\$45.99 9781623962395	
American Educational History Journal: Volume 39 #1 & 2 Paul J. Ramsey <i>Series: American Educational History Journal</i>	2012	\$45.99 9781623960070	\$85.99 9781623960087
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	

<p>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></p>	2010	\$299.99 978-1-61735-098-6	\$399.99 978-1-61735-099-3
<p>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></p>	2010	\$45.99 978-1-60752-413-7	\$85.99 978-1-60752-414-4
<p>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></p>	2010	\$45.99 978-1-61735-006-1	\$85.99 978-1-61735-007-8
<p>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></p>	2010	\$45.99 978-1-61735-218-8	\$85.99 978-1-61735-219-5
<p>International Perspectives on Gender and Mathematics Education Helen J. Forgasz, Joanne Rossi Becker, Kyeonghwa Lee, Olof Steinthorsdottir <i>Series: Cognition, Equity & Society: International Perspectives</i></p>	2010	\$45.99 978-1-61735-041-2	\$85.99 978-1-61735-042-9
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