

INFORMATION AGE PUBLISHING

MATHEMATICS 2016

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RECENT TITLES

AMERICAN EDUCATIONAL HISTORY JOURNAL



American Educational History Journal Volume 42 # 1-2

Donna M. Davis, University of Missouri - Kansas City

A volume in the series *American Educational History Journal*

2015. Paperback 9781681232652 \$45.99. Hardcover 9781681232669 \$85.99. eBook 9781681232676 \$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.



American Educational History Journal Volume 43 # 1 & 2

Donna M. Davis, University of Missouri - Kansas City

A volume in the series *American Educational History Journal*

2016. Paperback 9781681236070 \$45.99. Hardcover 9781681236087 \$85.99. eBook 9781681236094 \$50.

The official journal of the Organization of Educational Historians

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.

AEHJ accepts papers of two types. The first consists of papers that are presented each year at our annual meeting. The second type consists of general submission papers received throughout the year. General submission papers may be submitted at any time. They will not, however, undergo the review process until January when papers presented at the annual conference are also due for review and potential publication. For more information about the Organization of Educational Historians (OEH) and its annual conference, visit the OEH web site at: www.edhistorians.org.

COGNITION, EQUITY & SOCIETY: INTERNATIONAL PERSPECTIVES



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*

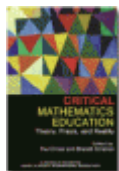
2015. Paperback 978-1-68123-029-0 \$45.99. Hardcover 978-1-68123-030-6 \$85.99. eBook 978-1-68123-031-3 \$50.

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.



Critical Mathematics Education Theory, Praxis and Reality

Paul Ernest, University of Exeter, UK; Bharath Sriraman, University of Montana; Nuala Ernest

A volume in the series *Cognition, Equity & Society: International Perspectives*

2016. Paperback 978-1-68123-259-1 \$45.99. Hardcover 978-1-68123-260-7 \$85.99. eBook 978-1-68123-261-4 \$50.

Mathematics is traditionally seen as the most neutral of disciplines, the furthest removed from the arguments and controversy of politics and social life. However, critical mathematics challenges these assumptions and actively attacks the idea that mathematics is pure, objective, and value-neutral. It argues that history, society, and politics have shaped mathematics—not only through its applications and uses but also through molding its concepts, methods, and even mathematical truth and proof, the very means of establishing truth. Critical mathematics education also attacks the neutrality of the teaching and learning of mathematics, showing how these are value-laden activities indissolubly linked to social and political life. Instead, it argues that the values of openness, dialogicality, criticality towards received opinion, empowerment of the learner, and social/political engagement and citizenship are necessary dimensions of the teaching and learning of mathematics, if it is to contribute towards democracy and social justice.

This book draws together critical theoretic contributions on mathematics and mathematics education from leading researchers in the field. Recurring themes include: The natures of mathematics and critical mathematics education, issues of epistemology and ethics; Ideology, the hegemony of mathematics, ethnomathematics, and real-life education; Capitalism, globalization, politics, social class, habitus, citizenship and equity.

The book demonstrates the links between these themes and the discipline of mathematics, and its critical teaching and learning. The outcome is a groundbreaking collection unified by a shared concern with critical perspectives of mathematics and education, and of the ways they impact on practice.

CONTEMPORARY PERSPECTIVES IN DATA MINING



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.)

INTERNATIONAL SOURCEBOOKS IN MATHEMATICS AND SCIENCE EDUCATION



The First Sourcebook on Asian Research in Mathematics Education - 2 Volumes 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 9781681232775 \$300. Hardcover 9781681232782 \$400. eBook 9781681232799 \$200.

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.

RESEARCH IN MATHEMATICS EDUCATION



Digital Curricula in School Mathematics

Meg Bates, The University of Chicago; Zalman Usiskin, The University of Chicago

A volume in the series *Research in Mathematics Education*
2016. Paperback 9781681234113 \$45.99. Hardcover 9781681234120 \$85.99. eBook 9781681234137 \$50.

The mathematics curriculum – what mathematics is taught, to whom it is taught, and when it is taught – is the bedrock to understanding what mathematics students can, could, and should learn. Today’s digital technology influences the mathematics curriculum in two quite different ways. One influence is on the delivery of mathematics through hardware such as desktops, laptops, and tablets. Another influence is on the doing of mathematics using software available on this hardware, but also available on the internet, calculators, or smart phones.

These developments, rapidly increasing in their availability and decreasing in their cost, raise fundamental questions regarding a mathematics curriculum that has traditionally been focused on paper-and-pencil work and taught in many places as a set of rules to be practiced and learned.

This volume presents the talks given at a conference held in 2014 at the University of Chicago, sponsored by the Center for the Study of Mathematics Curriculum. The speakers – experts from around the world and inside the USA – were asked to discuss one or more of the following topics:

- changes in the nature and creation of curricular materials available to students

- transformations in how students learn and how they demonstrate their learning
- rethinking the role of the teacher and how students and teachers interact within a classroom and across distances from each other

The result is a set of articles that are interesting and captivating, and challenge us to examine how the learning of mathematics can and should be affected by today's technology.

THE AMTE MONOGRAPH SERIES



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.



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.



Mathematics Teaching Putting Research into Practice at All Levels

Johnny W. Lott; Jennifer Luebeck

A volume in the series *The AMTE Monograph Series*

2015. Paperback 9781623969530 \$45.99. eBook 9781623969547 \$50.

(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.



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. Paperback 9781623969516 \$45.99. eBook 9781623969523 \$50.

(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

Exchanging Ideas for Effective Practice

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.

THE MONTANA MATHEMATICS ENTHUSIAST: MONOGRAPH SERIES IN MATHEMATICS EDUCATION



Selected writings from the Journal of the British Columbia Association of Mathematics Teachers Celebrating 50 years of Vector

Egan J Chernoff, University of Saskatchewan; Peter Liljedahl, Simon Fraser University; Sean Chorney, Simon Fraser University

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

2016. Paperback 9781681233017 \$45.99. Hardcover 9781681233024 \$85.99. eBook 9781681233031 \$50.

The teaching and learning of mathematics in British Columbia has a long and storied history. An integral part of the past 50 years (1962-2012) of this history has been Vector: Journal of the British Columbia Association of Mathematics Teachers. 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 British Columbia 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 British Columbia Association of Mathematics Teachers.

NO SERIES



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.



What Mathematics Do Students Know and How is that Knowledge Changing?

Evidence from the National Assessment of Educational Progress

Peter Kloosterman, Indiana University; Doris Mohr, University of Southern Indiana; Crystal Walcott, Indiana University
Purdue University Columbus

2015. Paperback 978-1-68123-200-3 \$45.99. Hardcover 978-1-68123-201-0 \$85.99. eBook 978-1-68123-202-7 \$50.

This volume is intended for researchers, curriculum developers, policy makers, and classroom teachers who want comprehensive information on what students at grades 4, 8, and 12 (the grades assessed by NAEP) can and cannot do in mathematics. After two introductory chapters on the design of NAEP, the volume contains a chapter on the challenges in analyzing NAEP data at the item level followed by five chapters that report 2005 through 2013 student performance on specific assessment items. These chapters are organized by content area and then by topic (e.g., understanding of place value, knowledge of transformations, ability to use metric and U.S. systems of measurement) and thus provide baseline data on the proportion of students who are able to complete the mathematics tasks currently used in the upper elementary, middle, and high-school mathematics curriculum. Additional chapters focus on student reasoning, U.S. performance on international assessments, and using construct analysis rather than percent correct on clusters of items to understand student knowledge on specific mathematics topics.

Several themes emerge from the volume. One is that while the rate of improvement in mathematics learning in grades 4 and 8 has slowed in recent years, it has slowed more on some topics than others. Another is that relatively minor changes in wording can have significant effects on student performance and thus it is difficult to be specific about what students can do without knowing exactly what questions they were asked. A third theme is that changes in performance over time can sometimes but not always be understood in terms of what students are taught. For example, there were substantial gains on several grade 4 items requiring understanding of fractions and that is probably because the amount of instruction on fractions in grades 3 and 4 has been increasing. In contrast, while relatively few twelfth-grade students have ever been good at factoring trinomials, performance on this skill seems to be decreasing. This suggests that while more students are completing advanced mathematics courses in high school, these courses are not helping in the area of factoring trinomials. Finally, there are limitations to using NAEP as a measure of student performance on the Common Core State Standards. To the extent that NAEP can be used, however, the NAEP data show a substantial gap between expectations and performance.



The Mathematics Education of Elementary Teachers

Issues and Strategies for Content Courses

Lynn C. Hart, Georgia State University, USA; Susan Oesterle, Douglas College, Canada; Susan Swars Auslander, Georgia State University, USA; Ann Kajander, Lakehead University, Canada

2016. Paperback 9781681235721 \$45.99. Hardcover 9781681235738 \$85.99. eBook 9781681235745 \$50.

This book is an edited volume addressing specific issues of significance for individuals involved with the undergraduate mathematics content preparation of prospective elementary teachers (PSTs). Teaching mathematics content courses to this group of students presents unique challenges. While some PSTs enter their teacher preparation with weak mathematical skills and knowledge, many also hold negative attitudes, anxiety, and misguided beliefs about mathematics. This book is designed to support instructors who teach these students in mathematics content for elementary teachers courses.

Elementary teachers need a richly developed understanding of the mathematics they are teaching in order to teach it effectively. Providing them with the needed preparation is difficult, but can be eased with a solid understanding of the mathematical concerns and limitations PSTs bring to the learning of mathematics and a familiarity with the standards and curricula topics PSTs will be expected to teach. Chapter One makes the argument that elementary mathematics is not trivial. This is followed by an analysis of four central issues related to the mathematical preparation of elementary teachers, specifically: (1) selecting/creating/modifying and implementing mathematical tasks (2) noticing/understanding children's ways of thinking as a foundation for learning mathematics, (3) developing mathematical habits of mind in PSTs, and (4) understanding the role affect plays in the mathematical learning of PSTs. The final chapter presents three international examples of programs that currently consider these factors in the implementation of their courses.

BACK LIST

Title	Year	Paperback	Hardcover
American Educational History Journal: Volume 41 #1 & 2 Paul J. Ramsey, Eastern Michigan University <i>Series: American Educational History Journal</i>	2014	\$45.99 9781623967895	\$85.99 9781623967901
Critique as Uncertainty Ole Skovsmose <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2014	\$45.99 9781623967536	\$85.99 9781623967543
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 <i>Series: Cognition, Equity & Society: International Perspectives</i>	2014	\$45.99 9781623965532	\$85.99 9781623965549
Enacted Mathematics Curriculum: A Conceptual Framework and Research Needs Denisse R Thompson, University of South Florida; Zalman Usiskin, The University of Chicago	2014	\$45.99 9781623965839	\$85.99 9781623965846
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	\$45.99 9781623965686	\$85.99 9781623965693
Mathematics in Middle and Secondary School: A Problem Solving Approach Alexander Karp, Teachers College, Columbia University; Nicholas Wasserman, Teachers College, Columbia University	2014	\$45.99 9781623968120	\$85.99 9781623968137
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 <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i>	2014	\$45.99 9781623967000	\$85.99 9781623967017
STEM and the City: A Report on STEM Education in the Great American Urban Public School System Clair T. Berube	2014	\$45.99 9781623966379	\$85.99 9781623966386
Writing Math Research Papers - 4th Edition: A Guide for High School Students and Instructors Robert Gerver	2014	\$45.99 9781623968632	\$69.99 9781623968649
Abstracts of 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 <i>Series: International Sourcebooks in Mathematics and Science Education</i>	2013	\$29.99 978-1-61735-825-8	\$39.99 978-1-61735-826-5
American Educational History Journal: Volume 40 #1 & 2 Paul J. Ramsey, Eastern Michigan University <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, University of Wyoming; Danny B. Martin, University of Illinois at Chicago	2013	\$45.99 9781623960797	\$85.99 9781623960803

<p>Contemporary Perspectives in Data Mining, Volume 1 Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University <i>Series: Contemporary Perspectives in Data Mining</i></p>	2013	\$45.99 9781623960551	\$85.99 9781623960568
<p>The Development of Teaching Expertise from an International Perspective Su Liang, California State University - San Bernardino <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i></p>	2013	\$45.99 9781623963767	\$85.99 9781623963774
<p>Elementary Mathematics in Context Charlene Sheets</p>	2013	\$45.99 9781623963798	\$85.99 9781623963804
<p>Mathematics Teacher Education in the Public Interest: Equity and Social Justice Laura J. Jacobsen, Radford University; Jean Mistele, Radford University; Bharath Sriraman, University of Montana <i>Series: Cognition, Equity & Society: International Perspectives</i></p>	2013	\$45.99 9781617359682	\$85.99 9781617359699
<p>Structural Equation Modeling: A Second Course (2nd ed.) Gregory R. Hancock, University of Maryland; Ralph O. Mueller, University of Hartford <i>Series: Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i></p>	2013	\$45.99 9781623962449	\$85.99 9781623962456
<p>WRITE ON! MATH: Taking Better Notes in Math Class Robert Gerver</p>	2013	\$29.99 978-1-62396-406-1	\$49.99 978-1-62396-407-8
<p>Writing Math Research Papers: A Guide for Students and Instructors Robert Gerver</p>	2013	\$45.99 9781623962395	
<p>American Educational History Journal: Volume 39 #1 & 2 Paul J. Ramsey, Eastern Michigan University <i>Series: American Educational History Journal</i></p>	2012	\$45.99 9781623960070	\$85.99 9781623960087
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