

INFORMATION AGE PUBLISHING

MATHEMATICS 2017

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RECENT TITLES

AMERICAN EDUCATIONAL HISTORY JOURNAL



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*

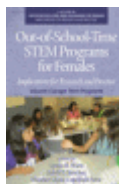
2016. Paperback 9781681236070 \$45.99. Hardcover 9781681236087 \$85.99. eBook 9781681236094 \$65.

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.

OUT-OF-SCHOOL-TIME STEM PROGRAMS FOR FEMALES: IMPLICATIONS FOR RESEARCH AND PRACTICE



Out-of-School-Time STEM Programs for Females Implications for Research and Practice Volume I: Longer-Term Programs

Lynda R. Wiest, University of Nevada; Jafeth E. Sanchez, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada

A volume in the series *Out-of-School-Time STEM Programs for Females: Implications for Research and Practice*

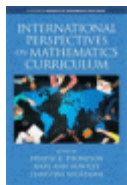
2017. Paperback 9781681238432 \$45.99. Hardcover 9781681238449 \$85.99. eBook 9781681238456 \$65.

Science, technology, engineering, and mathematics (STEM) disciplines play a pivotal role in societal progress and economic prosperity, in addition to enhancing individual lives. However, U.S. students lack strong STEM performance in an international context. The pool of STEM-proficient workers is thus insufficient to fuel the nation, with females being one group that is noticeably absent.

Out-of-school-time (OST) programs, which are on the rise, are increasingly suggested as a way to support and encourage females in STEM. Data collected from participants in OST programs have shown improved achievement, interest, and confidence in STEM, as well as greater awareness of STEM role models and careers.

Out-of-School-Time STEM Programs for Females: Implications for Research and Practice features seven OST STEM programs for females from across the United States that run one week to one year in length. In this book, the chapter authors describe their programs, the effectiveness of those programs, and practical implications of their program evaluation data. This book is the first of its kind to offer researchers, educators, school administrators, policy makers, and others detailed insight into the promise and practice of out-of-school-time STEM programs for females.

RESEARCH IN MATHEMATICS EDUCATION



International Perspectives on Mathematics Curriculum

Denisse R Thompson, University of South Florida; Mary Ann Huntley, Cornell University; Christine Suurtamm, University of Ottawa

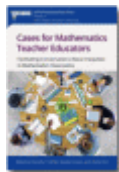
A volume in the series *Research in Mathematics Education*

2017. Paperback 978-1-64113-043-1 \$45.99. Hardcover 978-1-64113-044-8 \$85.99. eBook 978-1-64113-045-5 \$50.

Curriculum can be defined in a variety of ways. It might be viewed as a body of knowledge, a product, or a process. Curricula can differ as they are conceptualized from various theoretical perspectives to address the needs of teachers, students, and the context of schooling. One reason to study curriculum is “to reveal the expectations, processes and outcomes of students’ school learning experiences that are situated in different cultural and system contexts. ... further studies of curriculum practices and changes are much needed to help ensure the success of educational reforms in the different cultural and system contexts” (Kulm & Li, 2009, p. 709).

This volume highlights international perspectives on curriculum and aims to broaden the wider mathematics education community’s understandings of mathematics curriculum through viewing a variety of ways that curricula are developed, understood, and implemented in different jurisdictions/countries. Within this volume, we define curriculum broadly as the set of mathematics standards or outcomes, the messages inherent in mathematics curriculum documents and resources, how these standards are understood by a variety of stakeholders, and how they are enacted in classrooms. The focus is on the written, implied, and enacted curriculum in various educational settings throughout the world.

THE ASSOCIATION OF MATHEMATICS TEACHER EDUCATORS (AMTE) PROFESSIONAL BOOK SERIES



Cases for Mathematics Teacher Educators Facilitating Conversations about Inequities in Mathematics Classrooms

Dorothy Y. White, University of Georgia; Sandra Crespo, Michigan State University; Marta Civil, The University of Arizona

A volume in the series *The Association of Mathematics Teacher Educators (AMTE) Professional Book Series*

2016. Paperback 9781681236254 \$45.99. Hardcover 9781681236261 \$85.99. eBook 9781681236278 \$65.

The Association of Mathematics Teacher Educators (AMTE) in its 2015 position paper on Equity in Mathematics Teacher Education provides a list of actions for mathematics teacher educators (MTE’s) to help them develop and implement equitable practices. The position paper states it is critical that mathematics teacher educators: “Model equity-based pedagogy that emphasizes rich and rigorous mathematics; elicit and build on children’s and young adults’ mathematical thinking; connect to P-12 students’ cultural/linguistic knowledge and backgrounds as well as individual interests; facilitate mathematical discourse; minimize status issues by expanding broader participation and engagement where varied mathematical strengths are valued; and promote positive mathematical identity and agency (p. 2)”.

Cases for Mathematics Teacher Educators: Facilitating Conversations about Inequities in Mathematics Classrooms provides an excellent resource to start conversations describing the enactment of these actions. The book is organized into three main sections: (1) Conversations About Inequities in Mathematics Methods Courses, (2) Conversations About Inequities in Mathematics Content Courses, and (3) Conversations about Inequities in Graduate and Professional Development Contexts. Across these sections there are 19 cases and 57 corresponding commentaries focused on dilemmas that arise when mathematics teacher educators foreground equity in their work. This book of cases provides a needed resource for MTEs to engage prospective teachers, practicing teachers, and future teacher educators in discussions about inequities, privilege, and oppression in society, in schools, and in the mathematics classroom. It is the product of the thinking and experiences of 87 authors who are committed to the improvement of mathematics teacher education.



Building Support for Scholarly Practices in Mathematics Methods

Signe E. Kastberg, Purdue University; Andrew M. Tyminski, Clemson University; Alyson E. Lischka, Middle Tennessee State University; Wendy B. Sanchez, Kennesaw State University

A volume in the series *The Association of Mathematics Teacher Educators (AMTE) Professional Book Series*
2017. Paperback 978-1-64113-025-7 \$45.99. Hardcover 978-1-64113-026-4 \$85.99. eBook 978-1-64113-027-1 \$65.

Building Support for Scholarly Practices in Mathematics Methods is the product of collaborations among over 40 mathematics teacher educators (MTEs) who teach mathematics methods courses for prospective PreK-12 teachers in many different institutional contexts and structures. Each chapter unpacks ways in which MTEs use theoretical perspectives to inform their construction of goals, activities designed to address those goals, facilitation of activities, and ways in which MTEs make sense of experiences prospective teachers have as a result. The book is organized in seven sections that highlight how the theoretical perspective of the instructor impacts scholarly inquiry and practice. The final section provides insight as we look backward to reflect, and forward with excitement, moving with the strength of the variation we found in our stories and the feeling of solidarity that results in our understandings of purposes for and insight into teaching mathematics methods. This book can serve as a resource for MTEs as they discuss and construct scholarly practices and as they undertake scholarly inquiry as a means to systematically examine their practice.



Elementary Mathematics Specialists Developing, Refining, and Examining Programs That Support Mathematics Teaching and Learning

Maggie B. McGatha, University of Louisville; Nicole R. Rigelman, Portland State University

A volume in the series *The Association of Mathematics Teacher Educators (AMTE) Professional Book Series*
2017. Paperback 9781681238227 \$45.99. Hardcover 9781681238234 \$85.99. eBook 9781681238241 \$65.

Elementary mathematics specialists are teacher leaders who are responsible for supporting effective PK–6 mathematics instruction and student learning. The Association of Mathematics Teacher Educators (AMTE), the Association of State Supervisors of Mathematics, the National Council of Supervisors of Mathematics, and the National Council of Teachers of Mathematics, in a 2010 joint position paper on Elementary Mathematics Specialists (EMSs), all advocate for the use of EMSs to support the teaching and learning of mathematics. The specific roles and expectations of EMSs will vary according to the needs of each setting, “but their expertise and successful experience at the elementary level is critical” (p 1).

Elementary Mathematics Specialists: Developing, Refining, and Examining Programs that Support Mathematics Teaching and Learning is AMTE’s latest resource supporting the important work of EMSs. It has five sections related to the preparation and professional development of EMSs: (a) Overview and Current State of Affairs; (b) Models of EMS Program Development & Delivery; (c) Supporting EMSs in the Field; (d) The Mathematics Specialist Research; and (e) Future Directions. The book provides support to EMS practitioners, program providers/developers, and researchers seeking to answer important questions about how to prepare Mathematics Specialists, support them in the field, and research their effectiveness.

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 \$65.

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



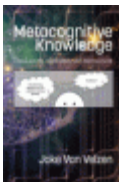
The Mathematics Education of Elementary Teachers Issues and Strategies for Content Courses

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 \$65.

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.



Metacognitive Knowledge Development, Application, and Improvement

Joke van Velzen

2017. Paperback 978-1-64113-022-6 \$45.99. Hardcover 978-1-64113-023-3 \$85.99. eBook 978-1-64113-024-0 \$65.

An important goal in contemporary educational psychology research is adolescent students' development of higher-order thinking, which includes, among other things, that these students become competent and independent learners and problem solvers. This goal comes forth from the notion of education for life that emphasizes that students can direct their learning and problem solving of their own accord. Especially high-school students can encounter difficulties in independent learning and problem solving when they make the transition to higher education. To counter this, these students need to possess, among other things, metacognitive knowledge, which they may have insufficiently.

This book offers new insights about late adolescent students' understanding of their metacognitive knowledge regarding learning and problem solving. It offers a description of a research project conducted to obtain a better understanding of the students' abilities and views with respect to what their metacognitive knowledge encompasses, and how they attempt to develop, apply, and improve this knowledge regarding learning and the solving of mathematical and first-language problems in a more effective way of their own accord. Specifically, the results of the studies of the research project enable us to understand metacognitive knowledge better, in that it provides explanations about the students' development of this knowledge across domains. This book offers further details in terms of providing evidence for theory building regarding metacognitive knowledge.



Reflecting the World

A Guide to Incorporating Equity in Mathematics Teacher Education

Mathew D. Felton-Koestler, Ohio University; Ksenija Simic-Muller, Pacific Lutheran University; José María Menéndez, Pima Community College

2017. Paperback 9781681237671 \$45.99. Hardcover 9781681237688 \$85.99. eBook 9781681237695 \$65.

Reflecting the World: A Guide to Incorporating Equity in Mathematics Teacher Education is a guide for mathematics teacher educators interested in incorporating equity concerns into their teaching. The book draws on the authors' research and experience integrating issues of equity, diversity, and social justice into their work as mathematics teacher educators of preservice and inservice preK-9 teachers. Reflecting the World includes both a framework for integrating issues of equity into mathematics teacher education courses and professional development and example lessons. The lessons are organized by content area and include guidance for using them effectively.

Elementary and middle grades pre-service teachers are often uncomfortable with mathematics, uncertain about their ability to teach it, and unsure of how it connects to the real world. For many preservice teachers a focus on the real world—and in particular on issues of equity, diversity, and social justice—is more engaging than their past experiences with mathematics and can help lessen their mathematical anxieties.

Reflecting the World will assist teacher educators in designing and teaching mathematics content and methods courses in ways that support future teachers to see the relevance of mathematics to our world and in becoming critical, questioning citizens in an increasingly mathematical world. The book provides a set of tools for helping future teachers connect mathematics to the lives, interests, and political realities of an increasingly diverse student body, and in doing so it provides a meaningful answer to the question, “when will I ever use this?”

BACK LIST

Title	Year	Paperback	Hardcover
Critical Mathematics Education: Theory, Praxis and Reality Paul Ernest, University of Exeter, UK; Bharath Sriraman, University of Montana; Nuala Ernest <i>Series: Cognition, Equity & Society: International Perspectives</i>	2016	\$45.99 978-1-68123-259-1	\$85.99 978-1-68123-260-7
Digital Curricula in School Mathematics Meg Bates, The University of Chicago; Zalman Usiskin, The University of Chicago <i>Series: Research in Mathematics Education</i>	2016	\$45.99 9781681234113	\$85.99 9781681234120
American Educational History Journal: Volume 42 # 1-2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i>	2015	\$45.99 9781681232652	\$85.99 9781681232669
Cases in Mathematics Teacher Education: Tools for Developing Knowledge Needed for Teaching Margaret S. Smith; Susan N. Friel <i>Series: The AMTE Monograph Series</i>	2015	\$45.99 9781623969479	
Contemporary Perspectives in Data Mining, Volume 2 Kenneth D. Lawrence, New Jersey Institute of Technology; Ronald Klimberg, Saint Joseph's University <i>Series: Contemporary Perspectives in Data Mining</i>	2015	\$45.99 978-1-68123-087-0	\$85.99 978-1-68123-088-7
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 <i>Series: International Sourcebooks in Mathematics and Science Education</i>	2015	\$300 9781681232775	\$400 9781681232782
Inquiry into Mathematics Teacher Education Fran Arbaugh; P. Mark Taylor <i>Series: The AMTE Monograph Series</i>	2015	\$45.99 9781623969493	
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	\$59.99 978-1-68123-113-6	\$89.99 978-1-68123-114-3
Mathematics Teaching: Putting Research into Practice at All Levels Johnny W. Lott; Jennifer Luebeck <i>Series: The AMTE Monograph Series</i>	2015	\$45.99 9781623969530	
Middle Math: Improving the Undergraduate Preparation of Teachers of Middle Grades Mathematics Mary B. Eron; Sidney L. Rachlin <i>Series: The AMTE Monograph Series</i>	2015	\$45.99 9781623969431	
Refractions of Mathematics Education: Festschrift for Eva Jablonka Christer Bergsten, Linköpings Universitet, Sweden; Bharath Sriraman, University of Montana <i>Series: Cognition, Equity & Society: International Perspectives</i>	2015	\$45.99 978-1-68123-029-0	\$85.99 978-1-68123-030-6

<p>Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers Denise S. Mewborn, University of Georgia; Hollylynne S. Lee <i>Series: The AMTE Monograph Series</i></p>	2015	\$45.99 9781623969516	
<p>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</p>	2015	\$45.99 978-1-68123-200-3	\$85.99 978-1-68123-201-0
<p>The Work of Mathematics Teacher Educators: Exchanging Ideas for Effective Practice Kathleen Lynch-Davis; Robin L. Rider <i>Series: The AMTE Monograph Series</i></p>	2015	\$45.99 9781623969417	
<p>The Work of Mathematics Teacher Educators: Continuing the Conversation - 2006 Kathleen Lynch-Davis; Robin L. Rider <i>Series: The AMTE Monograph Series</i></p>	2015	\$45.99 9781623969455	
<p>American Educational History Journal: Volume 41 #1 & 2 Paul J. Ramsey, Eastern Michigan University <i>Series: American Educational History Journal</i></p>	2014	\$45.99 9781623967895	\$85.99 9781623967901
<p>Critique as Uncertainty Ole Skovsmose <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i></p>	2014	\$45.99 9781623967536	\$85.99 9781623967543
<p>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></p>	2014	\$45.99 9781623965532	\$85.99 9781623965549
<p>Enacted Mathematics Curriculum: A Conceptual Framework and Research Needs Denisse R Thompson, University of South Florida; Zalman Usiskin, The University of Chicago</p>	2014	\$45.99 9781623965839	\$85.99 9781623965846
<p>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</p>	2014	\$45.99 9781623965686	\$85.99 9781623965693
<p>Mathematics in Middle and Secondary School: A Problem Solving Approach Alexander Karp, Teachers College, Columbia University; Nicholas Wasserman, Teachers College, Columbia University</p>	2014	\$45.99 9781623968120	\$85.99 9781623968137
<p>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></p>	2014	\$45.99 9781623967000	\$85.99 9781623967017
<p>STEM and the City: A Report on STEM Education in the Great American Urban Public School System Clair T. Berube</p>	2014	\$45.99 9781623966379	\$85.99 9781623966386
<p>Writing Math Research Papers - 4th Edition: A Guide for High School Students and Instructors Robert Gerver</p>	2014	\$45.99 9781623968632	\$69.99 9781623968649

<p>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></p>	2013	\$29.99 978-1-61735-825-8	\$39.99 978-1-61735-826-5
<p>American Educational History Journal: Volume 40 #1 & 2 Paul J. Ramsey, Eastern Michigan University <i>Series: American Educational History Journal</i></p>	2013	\$45.99 978-1-62396-421-4	\$85.99 978-1-62396-422-1
<p>The Brilliance of Black Children in Mathematics Jacqueline Leonard, University of Wyoming; Danny B. Martin, University of Illinois at Chicago</p>	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
<p>Approaches to Studying the Enacted Mathematics Curriculum Dan Heck, Horizon Research, Inc.; Kathryn Chval, University of Missouri; Iris Weiss, Horizon Research, Inc.; Steven W. Ziebarth, Western Michigan University <i>Series: Research in Mathematics Education</i></p>	2012	\$45.99 978-1-61735-877-7	\$85.99 978-1-61735-878-4
<p>Crossroads in the History of Mathematics and Mathematics Education Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education</i></p>	2012	\$45.99 978-1-61735-704-6	\$85.99 978-1-61735-705-3

<p>Latinos/as and Mathematics Education: Research on Learning and Teaching in Classrooms and Communities Kip Téllez, University of California, Santa Cruz; Judit N. Moschkovich, University of California at Santa Cruz; Marta Civil, The University of Arizona <i>Series: Research in Educational Diversity and Excellence</i></p>	2011	\$45.99 978-1-61735-420-5	\$85.99 978-1-61735-421-2
<p>Relearning Mathematics: A Challenge for Prospective Elementary School Teachers Rina Zazkis, Simon Fraser University</p>	2011	\$45.99 978-1-61735-487-8	\$85.99 978-1-61735-488-5
<p>Discrete Mathematics For Teachers Ed Wheeler, Gordon College; Jim Brawner, Armstrong Atlantic State University</p>	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, University of Montana; Christer Bergsten, Linköpings Universitet, Sweden; Simon Goodchild, University of Agder, Norway; Gudbjorg Palsdottir, University of Iceland; Bettina Dahl Søndergaard, Aarhus University, Denmark; Lenni Haapasalo, University of Eastern Finland <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, Western Michigan Univeristy; Christian R. Hirsch, Western Michigan University; 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, The University of Chicago; 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, University of Montana; Viktor Freiman, University of Moncton <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
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