

INFORMATION AGE PUBLISHING

# MATHEMATICS 2018

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# RECENT TITLES

## AMERICAN EDUCATIONAL HISTORY JOURNAL



### American Educational History Journal Volume 44 # 1 & 2

Donna M. Davis, University of Missouri - Kansas City

A volume in the series *American Educational History Journal*

2017. Paperback 978-1-64113-040-0 \$45.99. Hardcover 978-1-64113-041-7 \$85.99. eBook 978-1-64113-042-4 \$65.

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](http://www.edhistorians.org).



### American Educational History Journal Volume 45 # 1 & 2

Shirley Marie McCarther, University of Missouri-Kansas City

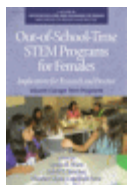
A volume in the series *American Educational History Journal*

2018. Paperback 978-1-64113-453-8 \$45.99. Hardcover 978-1-64113-454-5 \$85.99. eBook 978-1-64113-455-2 \$65.

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.

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## 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

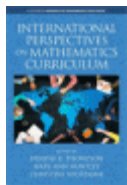
A volume in the series *Out-of-School-Time STEM Programs for Females: Implications for Research and Practice*  
2017. Paperback 9781681238432 \$45.99. Hardcover 9781681238449 \$85.99. eBook 9781681238456 \$65.

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 \$65.

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



### 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.

## NO SERIES



### 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.



### Writing Math Research Papers - 5th Ed. A Guide for High School Students and Instructors

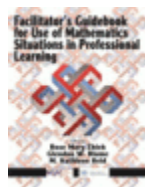
Robert Gerver

2017. Paperback 978-1-64113-110-0 \$45.99. Hardcover 978-1-64113-111-7 \$85.99. eBook 978-1-64113-112-4 \$65.

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 motivation and 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.

The Writing Math Research Papers program started at North Shore High School in 1991, and it received the 1997 Chevron Best Practices in Education Award as the premier high school math course in the United States. Author Robert Gerver's articles on high school mathematics research programs were featured in the National Council of Teachers of Mathematics publication *Developing Mathematically Promising Students*, the NCTM's 1999 Yearbook, *Developing Mathematical Reasoning in Grades K – 12*, and in the September 2017 issue of the *Mathematics Teacher*.



## Facilitator's Guidebook for Use of Mathematics Situations in Professional Learning

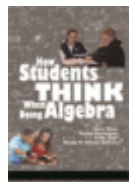
Rose Mary Zbiek, Pennsylvania State University; Glendon W. Blume, The Pennsylvania State University; M. Kathleen Heid, The Pennsylvania State University

2018. Paperback 978-1-64113-079-0 \$32.99. Hardcover 978-1-64113-080-6 \$64.99. eBook 978-1-64113-081-3 \$65.

The depth and breadth of a mathematics teacher's understanding of mathematics matter most as the teacher engages in the daily work of teaching. One of the major challenges to teachers is to be ready to draw on the relevant mathematical ideas from different areas of the school curriculum and from their postsecondary mathematics experiences that can be helpful in explaining ideas to students, making instructional decisions, creating examples, and engaging in other aspects of their daily work. Being mathematically ready and confident requires teachers to engage in ongoing professional learning that helps them to connect mathematics to events like those they live on a daily basis. The purpose of this volume is to provide teachers, teacher educators, and other facilitators of professional learning opportunities with examples of authentic events and tools for discussing those events in professional learning settings.

The work shared in *Facilitator's Guidebook for Use of Mathematics Situations in Professional Learning* (Guidebook) resulted from a collaborative effort of school mathematics supervisors and university mathematics educators. The collaborators joined their varied experiences as teachers, coaches, supervisors, teacher educators, and researchers to suggest ways to scaffold activities, encourage discussion, and instigate reflection with teacher-participants of differing mathematics backgrounds and with varying teaching assignments. Each guide has ideas for engaging and furthering mathematical thought across a range of facilitator and participant mathematics backgrounds and draws on the collaborators' uses of the Situations with in-service and prospective teachers.

The events and mathematical ideas connected to each event come from *Situations in Mathematical Understanding for Secondary Teaching: A Framework and Classroom-Based Situations*. A Situation is a description of a classroom-related event and the mathematics related to it. For each of six Situations, school and university collaborators developed a facilitator's guide that presents ideas and options for engaging teachers with the event and the mathematical ideas. The Guidebook also contains suggestions for how teachers and others might develop new Situations based on events from their own classrooms as a form of professional learning. Both teacher educators and school-based facilitators can use this volume to structure sessions and inspire ideas for professional learning activities that are rooted in the daily work of mathematics teachers and students.



## How Students Think When Doing Algebra

Steve Rhine, Pacific University; Rachel Harrington, Western Oregon University; Colin Starr, Willamette University

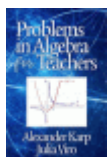
2018. Paperback 978-1-64113-411-8 \$45.99. Hardcover 978-1-64113-412-5 \$85.99. eBook 978-1-64113-413-2 \$65.

Algebra is the gateway to college and careers, yet it functions as the eye of the needle because of low pass rates for the middle school/high school course and students' struggles to understand. We have forty years of research that discusses the ways students think and their cognitive challenges as they engage with algebra. This book is a response to the National Council of Teachers of Mathematics' (NCTM) call to better link research and practice by capturing what we have learned about students' algebraic thinking in a way that is usable by teachers as they prepare lessons or reflect on their experiences in the classroom. Through a Fund for the Improvement of Post-Secondary Education (FIPSE) grant, 17 teachers and mathematics educators read through the past 40 years of research on students' algebraic thinking to capture what might be useful information for teachers to know—over 1000 articles altogether. The resulting five domains addressed in the book (Variables & Expressions, Algebraic Relations, Analysis of Change, Patterns & Functions, and Modeling & Word Problems) are closely tied to CCSS topics.

Over time, veteran math teachers develop extensive knowledge of how students engage with algebraic concepts—their misconceptions, ways of thinking, and when and how they are challenged to understand—and use that knowledge to anticipate students' struggles with particular lessons and plan accordingly. Veteran teachers learn to evaluate whether an incorrect response is a simple error or the symptom of a faulty or naïve understanding of a concept. Novice teachers, on the other hand, lack the experience to anticipate important moments in the learning of their students. They often struggle to make sense of what students say in the classroom and determine whether the response is useful or can further discussion (Leatham, Stockero, Peterson, & Van Zoest 2011; Peterson & Leatham, 2009). The purpose of this book is to accelerate early career teachers' "experience" with how students think when doing algebra in middle or high school as well as to supplement veteran teachers' knowledge of content and students. The research that this book is based upon can provide teachers with insight into the nature of the student's struggles with particular algebraic ideas—to

help teachers identify patterns that imply underlying thinking.

Our book, *How Students Think When Doing Algebra*, is not intended to be a “how to” book for teachers. Instead, it is intended to orient new teachers to the ways students think and be a book that teachers at all points in their career continually pull of the shelf when they wonder, “how might my students struggle with this algebraic concept I am about to teach?” The primary audience for this book is early career mathematics teachers who don’t have extensive experience working with students engaged in mathematics. However, the book can also be useful to veteran teachers to supplement their knowledge and is an ideal resource for mathematics educators who are preparing preservice teachers.



## Problems in Algebra for Teachers

Alexander Karp, Teachers College, Columbia University; Julia Viro, Stony Brook University

2018. Paperback 9781641133951 \$45.99. Hardcover 9781641133968 \$85.99. eBook 9781641133975 \$65.

The book is a collection of problems in school mathematics specifically written for the teachers. It is an attempt to enrich prospective and current teachers with the deep knowledge of school mathematics and to develop their reasoning and proving skills. Also, it is supposed to help them to anticipate and analyze their students’ errors and use them as teachable moments.

The book is intended to be used in mathematics education courses (or professional development) for pre-service or in-service secondary school teachers. It can be used in graduate and undergraduate courses, in accordance with the orientations of different teacher preparation programs. Additionally, it can be used for the independent studies. One can also imagine situations in which teachers might use certain problems from this problem book directly in working with students, but this would constitute a supplementary use of the book.



## A Quiet Revolution One District’s Story of Radical Curricular Change in High School Mathematics

Michael D. Steele, University of Wisconsin-Milwaukee; Craig Huhn, Holt (MI) High School

2018. Paperback 9781641131810 \$45.99. Hardcover 9781641131827 \$85.99. eBook 9781641131834 \$65.

Over the past thirty years, Holt High School in central Michigan has engaged in a quiet revolution that has transformed mathematics teaching and learning in the district. From its roots as a rural high school housed in a single building in the 1980s, the high school mathematics staff has grown an innovative, meaningful high school mathematics curriculum that sees nearly every student in the district completing the equivalent of Precalculus. Tracking was dropped in favor of an evolving suite of supports designed to promote student success in unifying, rather than segregating, ways. Mathematics classrooms in Holt are discourse-rich environments where teachers and students explore meaningful uses for mathematics as they reason and problem solve together. This transformation took place and persists amidst changing professional partnerships, shifting district demographics, increasing accountability measures at the state and national level, and turnover in teaching staff and district leadership.

In this book, we explore the case of Holt High School through an exploration of how the mathematics curriculum has shifted over the past thirty years, and the conditions and supports that have been put in place in the district to make this work fruitful and sustainable. The story includes successes, failures, celebrations and challenges as we chronicle Holt’s high school mathematics evolution. Guiding questions, protocols, and reflective activities are provided for teachers and district leaders to begin the challenging conversations in their own district that lead to meaningful change.



## Using Classification and Regression Trees A Practical Primer

Xin Ma, University of Kentucky

2018. Paperback 978-1-64113-237-4 \$45.99. Hardcover 978-1-64113-238-1 \$85.99. eBook 978-1-64113-239-8 \$65.

Classification and regression trees (CART) is one of the several contemporary statistical techniques with good promise for research in many academic fields. There are very few books on CART, especially on applied CART.

This book, as a good practical primer with a focus on applications, introduces the relatively new statistical technique of CART as a powerful analytical tool. The easy-to-understand (non-technical) language and illustrative graphs (tables) as well as the use of the popular statistical software program (SPSS) appeal to readers without strong statistical background. This book helps readers understand the foundation, the operation, and the interpretation of CART analysis, thus becoming knowledgeable consumers and skillful users of CART.

The chapter on advanced CART procedures not yet well-discussed in the literature allows readers to effectively seek further empowerment of their research designs by extending the analytical power of CART to a whole new level. This highly practical book is specifically written for academic researchers, data analysts, and graduate students in many disciplines such as economics, social sciences, medical sciences, and sport sciences who do not have strong statistical background but still strive to take full advantage of CART as a powerful analytical tool for research in their fields.



## Write On! Math Note Taking Strategies That Increase Understanding and Achievement 3rd Edition

Robert Gerver

2018. Paperback 978-1-64113-197-1 \$45.99. Hardcover 978-1-64113-198-8 \$85.99. eBook 978-1-64113-199-5 \$65.

Student success in mathematics is dependent on focusing in class, practice, and the ability to verbally express mathematical thoughts. Write On! Math is a program that engages secondary school mathematics students in on-going writing projects that will strengthen their focus, their mathematics, and their oral and written communication skills. The program teaches technical writing strategies while demonstrating seven different levels of note taking and dozens of strategies to improve the sentence structure of students' mathematical explanations. Today's curricula and extensive testing policies require students to supply written explanations as part of their answers.

Write On! Math will systematically teach students how to take better notes in math class. There is no better way to ensure you know something well than to have to teach it to somebody else, and the Write On! Math program requires students to do exactly that—that is why it improves their mathematics as well as teaches them valuable communication and writing techniques not taught in Humanities classes.

For teachers using the program, Write On! Math will improve they way you, as a teacher, present material to your students in class and on your handouts! For students using the program, the strategies will apply to college classes and to other disciplines in addition to mathematics.



# BACK LIST

| Title  | Year | Paperback                    | Hardcover                    |
|--|------|------------------------------|------------------------------|
| <p><b>Elementary Mathematics Specialists:</b> Developing, Refining, and Examining Programs That Support Mathematics Teaching and Learning<br/>Maggie B. McGatha, University of Louisville; Nicole R. Rigelman, Portland State University<br/><i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i></p>                               | 2017 | \$45.99<br>9781681238227     | \$85.99<br>9781681238234     |
| <p><b>Reflecting the World:</b> A Guide to Incorporating Equity in Mathematics Teacher Education<br/>Mathew D. Felton-Koestler, Ohio University; Ksenija Simic-Muller, Pacific Lutheran University; José María Menéndez, Pima Community College</p>  | 2017 | \$45.99<br>9781681237671     | \$85.99<br>9781681237688     |
| <p><b>American Educational History Journal:</b> Volume 43 # 1 &amp; 2<br/>Donna M. Davis, University of Missouri - Kansas City<br/><i>Series: American Educational History Journal</i></p>   | 2016 | \$45.99<br>9781681236070     | \$85.99<br>9781681236087     |
| <p><b>Cases for Mathematics Teacher Educators:</b> Facilitating Conversations about Inequities in Mathematics Classrooms<br/>Dorothy Y. White, University of Georgia; Sandra Crespo, Michigan State University; Marta Civil, The University of Arizona<br/><i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i></p>                 | 2016 | \$45.99<br>9781681236254     | \$85.99<br>9781681236261     |
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| <p><b>American Educational History Journal:</b> Volume 42 # 1-2<br/>Donna M. Davis, University of Missouri - Kansas City<br/><i>Series: American Educational History Journal</i></p>   | 2015 | \$45.99<br>9781681232652     | \$85.99<br>9781681232669     |
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| <p><b>The First Sourcebook on Asian Research in Mathematics Education - 2 Volumes:</b> China, Korea, Singapore, Japan, Malaysia and India<br/>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<br/><i>Series: International Sourcebooks in Mathematics and Science Education</i></p> | 2015 | \$300<br>9781681232775       | \$400<br>9781681232782       |
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