

INFORMATION AGE PUBLISHING

MATHEMATICS 2022

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RECENT TITLES

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 II: Short-Term Programs

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

A volume in the series *Out-of-School-Time STEM Programs for Females: Implications for Research and Practice* 2021. Paperback 978-1-64802-149-7 \$45.99. Hardcover 978-1-64802-150-3 \$85.99. eBook 978-1-64802-151-0 \$74.

Vol. II: Short-Term Programs features eight OST STEM programs for females from across the United States that run one to three days in length, in most cases, a single day. In this book, the chapter authors describe their programs, the effectiveness of those programs, and practical implications of their program evaluation data. This book series 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.

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 underrepresented groups in STEM. Participants in OST programs have shown improved achievement, interest, and confidence in STEM, as well as greater awareness of STEM role models and careers.

QUANTITATIVE METHODS IN EDUCATION AND THE BEHAVIORAL SCIENCES: ISSUES, RESEARCH, AND TEACHING



Multilevel Modeling Methods with Introductory and Advanced Applications

Ann A. O'Connell, Ohio State University; D. Betsy McCoach, University of Connecticut; Bethany A. Bell, University of Virginia

A volume in the series *Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching* 2022. Paperback 978-1-64802-871-7 \$65.99. Hardcover 978-1-64802-872-4 \$95.99. eBook 978-1-64802-873-1 \$74.

Multilevel Modeling Methods with Introductory and Advanced Applications provides a cogent and comprehensive introduction to the area of multilevel modeling for methodological and applied researchers as well as advanced graduate students. The book is designed to be able to serve as a textbook for a one or two semester course in multilevel modeling. The topics of the seventeen chapters range from basic to advanced, yet each chapter is designed to be able to stand alone as an instructional unit on its respective topic, with an emphasis on application and interpretation.

In addition to covering foundational topics on the use of multilevel models for organizational and longitudinal research, the book includes chapters on more advanced extensions and applications, such as cross-classified random effects models, non-linear growth models, mixed effects location scale models, logistic, ordinal, and Poisson models, and multilevel mediation. In addition, the volume includes chapters addressing some of the most important design and analytic issues including missing data, power analyses, causal inference, model fit, and measurement issues. Finally, the volume includes chapters addressing special topics such as using large-scale complex sample datasets, and reporting the results of multilevel designs.

Each chapter contains a section called Try This!, which poses a structured data problem for the reader. We have linked our book to a website (<http://modeling.uconn.edu>) containing data for the Try This! section, creating an opportunity for readers to learn by doing. The inclusion of the Try This! problems, data, and sample code eases the burden for instructors, who must continually search for class examples and homework problems. In addition, each chapter provides recommendations for additional methodological and applied readings.

RESEARCH IN MATHEMATICS EDUCATION



International Perspectives on Mathematics Teacher Education

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

A volume in the series *Research in Mathematics Education*

2021. Paperback 978-1-64802-629-4 \$45.99. Hardcover 978-1-64802-630-0 \$85.99. eBook 978-1-64802-631-7 \$74.

Mathematics teacher education includes the mathematics content teachers need to understand, ways that pedagogical approaches are developed, messages about the nature of mathematics teaching and learning, and interfaces between tertiary preparation and school contexts. Scholars from Sweden, France, Malawi, Singapore, New Zealand, Brazil, the USA, and Canada provide insights for the mathematics education community's understanding of how teacher educators structure, develop, and implement their respective mathematics teacher education programs. Several themes emerged across the chapters, including: varied approaches to developing culturally responsive pedagogies and/or Indigenous perspectives; issues and challenges in fostering partnerships and collaborations; strategies for developing mathematics knowledge for teaching; and preparing flexible and resourceful teachers.

Praise for *International Perspectives on Mathematics Teacher Education*:

"International Perspectives on Mathematics Teacher Education explores different facets of mathematics teacher education in eight countries across five continents. The authors and editors answer important questions and open the door to critical conversations about policies and practices related to mathematics teacher recruitment, preparation, and professional development, among other topics. Every reader will develop new perspectives as they learn how one institution is engaging with Indigenous perspectives while other countries struggle with an insufficient supply of certified teachers. This book clearly demonstrates challenges, constraints, nuances and complexities to initiating and maintaining improvement across systems to enhance the work and spaces of mathematics teachers within different historical, cultural, social, and political contexts. This volume also generates ideas and opportunities for leaders, policymakers, and teacher educators to consider and learn from international colleagues about different approaches to mathematics teacher education practice and policy. Undoubtedly, debates about standards, content and experiences in programs, and accountability structures such as accreditation will continue. It is clear from the insights in this volume that strengthening mathematics teacher education will require stronger collaborations, frameworks, policies, infrastructure, and investments on a global scale and it will be critical to collaborate with and learn from colleagues in international settings. These conversations will require reciprocity, interdependence, and resilience as we pursue the ultimate goal of equipping the field of mathematics teacher education."

Kathryn Chval

Dean, College of Education

Professor of Mathematics Education

University of Illinois Chicago

NO SERIES



Age of Inference Cultivating a Scientific Mindset

Philip C. Short, Austin Peay State University; Harvey Henson, Southern Illinois University; John R. McConnell, Austin Peay State University

2021. Paperback 978-1-64802-797-0 \$65.99. Hardcover 978-1-64802-798-7 \$95.99. eBook 978-1-64802-799-4 \$74.

In an age where we are inundated with information, the ability to discern verifiable information to make proper decisions and solve problems is ever more critical. Modern science, which espouses a systematic approach to making "inferences," requires a certain mindset that allows for a degree of comfort with uncertainty.

This book offers inspirations and ideas for cultivating the proper mindset for the studying, teaching, and practicing of science that will be useful for those new to as well as familiar with the field. Although a paradigm shift from traditional instruction is suggested in the National Framework for K-12 science, this volume is intended to help educators develop a personal mental framework in which to transition from a teacher-centered, didactical approach to a student-centered, evidence-guided curriculum.

While the topics of the book derive from currently published literature on STEM education as they relate to the National Framework for K-12 Science and the Three-Dimensional science instruction embedded in the Next Generation Science Standards, this book also examines these topics in the context of a new societal age posited as the "Age of Inference" and addresses how to make sense of the ever-increasing deluge of information that we are experiencing by having a scientific and properly discerning mindset.

ENDORSEMENTS:

"This volume takes on one of the thorniest existential problems of our time, the contradiction between the exponentially growing amount of information that individuals have access to, and the diminished capacity of those individuals to understand it. Its chapters provide the reader with an introduction to the relationship between knowledge, science, and inference; needed new approaches to learning science in our new data rich world; and a discussion of what we can and must do to reduce or eliminate the growing gap between the inference have's and have nots. It is not too much to say that how we resolve the issues outlined in this volume will determine the future of our species on this planet." — **Joseph L. Graves Jr.**, Professor of Biological Sciences North Carolina A&T State University, Fellow, American Association for the Advancement of Science: Biological Sciences, Author of: *The Emperor's New Clothes: Biological Theories of Race at the Millennium*

"Big data is not enough for addressing dangers to the environment or tackling threats to democracy; we need the ability to draw sound inferences from the data. Cultivating a scientific mindset requires fundamental changes to the way we teach and learn. This important and well-written volume shows how." — **Ashok Goel**, Professor of Computer Science and Human Centered Computing, Georgia Institute of Technology. Editor of AI Magazine Founding Editor of AAAI's Interactive AI Magazine

"If you are a science teacher concerned about the implications of information overload, analysis paralysis, and intellectual complacency on our health, economic future, and democracy, then I recommend this book." — **Michael Svec**, Professor for Physics and Astronomy Education, Furman University, Fulbright Scholar to Czech Republic



Mathematics as the Science of Patterns Making the Invisible Visible to Students Through Teaching

Patrick M. Jenlink, Stephen F. Austin State University

2022. Paperback 978-1-64802-744-4 \$45.99. Hardcover 978-1-64802-745-1 \$85.99. eBook 978-1-64802-746-8 \$74.

Mathematics as the Science of Patterns: Making the Invisible Visible to Students through Teaching introduces the reader to a collection of thoughtful, research-based works by authors that represent current thinking about mathematics, mathematics education, and the preparation of mathematics teachers. Each chapter focuses on mathematics teaching and the preparation of teachers who will enter classrooms to instruct the next generation of students in mathematics.

The value of patterns to the teaching and learning of mathematics is well understood, both in terms of research and application. When we involve or appeal to pattern in teaching mathematics, it is usually because we are trying to help students to extract greater meaning, or enjoyment, or both, from the experience of learning environments within which they are occupied, and perhaps also to facilitate remembering. As a general skill it is thought that the ability to discern a pattern is a precursor to the ability to generalize and abstract, a skill essential in the early years of learning and beyond.

Research indicates that the larger problem in teaching mathematics does not lie primarily with students; rather it is with the teachers themselves. In order to make changes for students there first needs to be a process of change for teachers. Understanding the place of patterns in learning mathematics is a predicate to understanding how to teach mathematics and how to use pedagogical reasoning necessary in teaching mathematics. Importantly, the lack of distinction created by the pedagogical use of patterns is not immediately problematic to the student or the teacher. The deep-seated cognitive patterns that both teachers and students bring to the classroom require change.

Chapter 1 opens the book with a focus on mathematics as the science of patterns and the importance of patterns in mathematical problem solving, providing the reader with an introduction. The authors of Chapter 2 revisit the work of Polya and the development and implementation of problem solving in mathematics. In Chapter 3, the authors present an argument for core pedagogical content knowledge in mathematics teacher preparation. The authors of Chapter 4 focus on preservice teachers' patterns of conception as related to understanding number and operation. In Chapter 5 the authors examine the role of visual representation in exploring proportional reasoning, denoting the importance of helping learners make their thinking visible. The authors of Chapter 6 examine patterns and relationships, and the importance of each in assisting students' learning and development in mathematical understanding. The authors of Chapter 7 examine the use of worked examples as a scalable practice, with emphasis on the importance of worked examples in teaching fraction magnitude and computation is discussed. In Chapter 8, the authors expand on the zone of proximal development to investigate the potential of Zankov's Lesson in terms of students analyzing numerical equalities. The authors of Chapter 9 focus on high leverage mathematical practices in elementary pre-service teacher preparation, drawing into specific relief the APEX cycle to develop deep thinking. In Chapter 10, the author focuses on number talks and the engagement of students in mathematical reasoning, which provides opportunities for students to be sensemakers of mathematics. Chapter 11 presents an epilogue, focusing on the importance of recognizing the special nature of mathematics knowledge for teaching.

BACK LIST

Title	Year	Paperback	Hardcover
Algebra for the Middle Grades Francis Gardella, Hunter College-CUNY; Maria DeLucia, Middlesex County College	2020	\$45.99 978-1-64113-845-1	\$85.99 978-1-64113-846-8
The Inspirational Untold Stories of Secondary Mathematics Teachers Alice F. Artzt, Queens College of the City University of New York; Frances R. Curcio, Queens College of the City University of New York	2020	\$45.99 978-1-64802-201-2	\$85.99 978-1-64802-202-9
The Mathematics Teacher Education Partnership: The Power of a Networked Improvement Community to Transform Secondary Mathematics Teacher Preparation W. Gary Martin, Auburn University; Brian R. Lawler, Kennesaw State University; Alyson E. Lischka, Middle Tennessee State University; Wendy M. Smith, University of Nebraska - Lincoln <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i>	2020	\$65.99 978-1-64113-931-1	\$95.99 978-1-64113-932-8
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Researching Pedagogy and Practice with Canadian Mathematics Teachers David A Reid, Universitetet i Agder; Christine Suurtamm, University of Ottawa; Annie Savard, McGill University; Elaine Simmt, University of Alberta; Dominic Manuel, University of Alberta; Lisa Lunney Borden, St. Francis Xavier University; Richard Barwell, University of Ottawa <i>Series: Research in Mathematics Education</i>	2020	\$45.99 978-1-64802-137-4	\$85.99 978-1-64802-138-1
Standards for Preparing Teachers of Mathematics: (color version) Association of Mathematics Teacher Educators (AMTE)	2020	\$69.99 9781641139991	\$95.99 9781648020001
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