

INFORMATION AGE PUBLISHING

MATHEMATICS 2023

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RECENT TITLES

INTERNATIONAL EDUCATION INQUIRIES: PEOPLE, PLACES, AND PERSPECTIVES OF EDUCATION 2030



Beyond Provincialism Promoting Global Competencies in Teacher and Educator Preparation

Mahmoud Suleiman, California State University, Bakersfield; Tonya Huber, Texas A&M International University

A volume in the series *International Education Inquiries: People, Places, and Perspectives of Education 2030*
2022. Paperback 979-8-88730-012-2 \$52.99. Hardcover 979-8-88730-013-9 \$94.99. eBook 979-8-88730-014-6 \$85.

International Education Inquiries is a book series dedicated to realizing the global vision of Education 2030. This vision involves “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.” The founding editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe, asking questions about transforming the vision of Education 2030 into a reality. Published chapters will reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the global discussion about the people, places, and perspectives shaping Education 2030 outcomes.

ENDORSEMENTS:

"The educational impact of the COVID-19 pandemic has created the most serious crisis in the history of public education. Addressing this crisis effectively will require efforts aligned with an inclusive and sustainable vision of development, such as articulated by the UN Education 2030 and the Sustainable Development Goals. To build back better educators need to guide their practice by knowledge that is local as well as global, in ways that help their students understand those interdependencies. Beyond Provincialism is an invitation to such an exploration. In this edited volume, Professors Mahmoud Suleiman and Tonya Huber and their colleagues take the reader on a journey that illuminates the impact of hunger among college students in America, how the SDGs can help turnaround high poverty schools, the role of curriculum to promote cross-national collaboration, and how math and science instruction, as well as study abroad, can help students develop procedural and conceptual knowledge that makes visible the relevance of what they learn to the world around them and the impact of the pandemic on teacher preparation in Palestine. The kaleidoscope of insights offered by this book will expand the global awareness and understanding of education as a global activity. A timely and useful resource for teachers and teacher educators that will contribute to advance a transformational education that helps us build back better from the devastation created by the pandemic." — Fernando M. Reimers, Harvard Graduate School of Education

"Suleiman and Huber convene a dynamic group of scholars committed to transforming our schools. Using the latest theories and methodological approaches, Beyond Provincialism offers crucial frameworks to understand teaching and learning in a global perspective. This groundbreaking volume wholeheartedly embraces the Sustainable Development Goals (SDGs) and calls upon all of us to simultaneously dismantle systemic inequality and promote equity and social justice in pre-K-20 schools across nations and their institutions. It's simply a must-read book, especially for practitioners, educators, reformers, researchers, and policy-makers who seek to internationalize education and take it beyond its cursory provincial goals." — Gilberto Q. Conchas, Wayne K. and Anita Woolfolk Hoy, Pennsylvania State University

"At a time when proponents of diversity, equity and inclusion are under attack, it is valuable to examine Beyond Provincialism to see how far we still need to go to reform schools and invest in teacher, educator and leader preparation. Grounded in solid frameworks, this timely and informative book astutely provides insights from forceful practitioners, scholars, and researchers whose fascinating experiences and models have practical implications for promoting global multicultural competencies needed to combat racist mindsets and provincial outlooks. Based on Education 2030 vision, the book provides a thoughtful blueprint for integrating international and global dimensions in teacher and educator preparation." — Ken Magdaleno, Center for Leadership, Equity, and Research (CLEAR)

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 \$72.99. Hardcover 978-1-64802-872-4 \$104.99. eBook 978-1-64802-873-1 \$85.

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.

NO SERIES



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 \$52.99. Hardcover 978-1-64802-745-1 \$94.99. eBook 978-1-64802-746-8 \$85.

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.



Short Geometry Labs Visual and Tactile Understanding First

Francis Gardella, Hunter College-CUNY; Richard Delaware, University of Missouri-Kansas City

2022. Paperback 978-1-64802-932-5 \$52.99. Hardcover 978-1-64802-933-2 \$94.99. eBook 978-1-64802-934-9 \$85.

Much of the content that students study in a high school geometry course is totally new to them. The middle school mathematics curriculum does not contain preparatory work for many of these topics as it does in preparing students for the study of Algebra. The proposed text would be a landmark book giving students the ability to gain some understanding of the content before it is formally addressed in the lesson in the course.

While many teachers use initial classroom activities called 'DoNows,' there are no structured materials available to teachers of Geometry for this purpose. When teachers do use them, these activities are constructed by the teachers. The text provides the teachers with such materials and is structured to address what the teachers are about to present to the students.

The Labs can also be used for exploration of topics at the middle school level enhancing the program there and giving students a better preparation for their high school Geometry program.



STEM Teacher Preparation and Practice for the 21st Century Research-based Insights

Patrick M. Jenlink, Stephen F. Austin State University

2022. Paperback 979-8-88730-039-9 \$52.99. Hardcover 979-8-88730-040-5 \$94.99. eBook 979-8-88730-041-2 \$85.

STEM Teacher Preparation and Practice for the 21st Century: Research-based Insights introduces the reader to a collection of thoughtful, research-based works by authors that represent current thinking about the future of science, technology, engineering, and mathematics or STEM as it known today, as well as STEM education for a rapidly evolving global society and the preparation of STEM teachers to meet the educational needs of a changing educational landscape. Each chapter focuses on STEM teaching and the preparation of teachers who will enter classrooms to instruct the next generation of students in STEM.

Research in the learning sciences focuses on the cognitive, epistemological, and socio-cultural characteristics of scientific and engineering research communities in their efforts to improve Science, Technology, Engineering, and Mathematics (STEM) education. STEM education is a means to help individuals develop different strategies in order to solve interdisciplinary problems and gain skills and knowledge as they are engaged with STEM related activities through formal and informal learning programs.

Research also suggests that STEM may well stand as the new general education for the 21st century. In much of the current discourse on teacher quality and preparation, two essential points for consideration have emerged: the strength of the relationship between teacher content knowledge and student achievement, and the specific representations of knowledge that are most conducive to effective teaching. Add to these two points one additional: the nature of transforming a chaotic system of discreet preparation and clinical experiences into a coherent, aligned and logical system of continuous and progressive development and support throughout a teacher's career. These three points apply to STEM teacher preparation, induction and professional learning as well as to teacher preparation, induction and professional learning in general.

Importantly, the contributing authors to this book have brought to the foreground research-based insights concerning STEM teacher preparation. Each chapter presents clear paths to understanding and reimagining STEM teaching and the importance of STEM teacher preparation, acknowledging the value of STEM literacy and the interdisciplinary nature of STEM teaching.



Handbook of STEM Faculty Development

Sandra M. Linder, Clemson University; Cindy M. Lee, Clemson University; Shannon K Stefl, Clemson University; Karen A. High, Clemson University

2023. Paperback 979-8-88730-045-0 \$72.99. Hardcover 979-8-88730-046-7 \$104.99. eBook 979-8-88730-047-4 \$85.

Faculty in the science, technology, engineering, and mathematics (STEM) disciplines face intensifying pressures in the 21st century, including multiple roles as educator, researcher, and entrepreneur. In addition to continuously increasing teaching and service expectations, faculty are engaged in substantive research that requires securing external funding, mentoring other faculty and graduate students, and disseminating this work in a broad range of scholarly outlets. Societal needs of their expertise include discovery, innovation, and workforce development. It is critical to provide STEM faculty with the professional development to support their complex roles and to base this development on evidence derived from research. This edited handbook provides STEM stakeholders with an opportunity to share studies and/or experiences that explore STEM faculty development (FD) in higher education settings. More specifically, we include work that examines faculty development planning, techniques/models, experiences, and outcomes focused on supporting the teaching, research, service, and leadership responsibilities of STEM faculty. The Handbook is suited for researchers and practitioners in STEM, STEM Education, Mathematics, Science, Technology, and Engineering disciplines. It is also suited towards faculty developers, higher education administrators, funding agencies, industry leaders, and the STEM community at large.

This handbook is organized around three constructs (INPUTS, MECHANISMS, and OUTPUTS). The STEM faculty development inputs construct focuses on topics related to the characteristics of faculty members and institutions that serve as barriers or supports to the adoption and implementation of holistic STEM faculty development programs. Questions addressed in the handbook around this topic include: What barriers/supports exist for STEM faculty? How are these barriers/supports being addressed through STEM FD? How do contexts (e.g., economic, political, historical) influence faculty/administrative needs related to STEM FD? How do demographics (e.g., gender, ethnicity, age, family background) influence faculty/administrative needs related to STEM FD? The STEM faculty development mechanisms construct focuses on topics related to the actual implementation of STEM faculty development and we consider the potential models or structures of STEM faculty development that are currently in place or conceptualized in theory. Questions addressed in the handbook around this topic include: What are the processes for developing models of STEM FD? What are effective models of STEM FD? How is effectiveness determined? What roles do stakeholders (e.g., faculty, administration, consultants) play within STEM FD mechanisms? The STEM faculty development outputs construct focuses on how to best understand the influence of STEM faculty development on outcomes such as productivity, teacher quality, and identity in relation to faculty development. Questions addressed in the handbook around this topic include: How has STEM FD influenced higher education practices and settings? What are appropriate output measures and how are they used in practice? What collaborations emerge from STEM FD? How does STEM FD affect other STEM stakeholders (e.g. students, administration, business, community)?

The aim for this handbook was to examine the multifaceted demands of faculty roles, and together with members of the STEM education community, envision pathways through which universities and individuals may support STEM colleagues, regardless of their experience or rank, to enjoy long and satisfying careers. Our hope is for these chapters to aid readers in deep reflection on challenges faculty face, to contemplate adaptations of models presented, and to draw inspiration for creating or engaging in new professional development programs. Chapters across this handbook highlight a variety of institutional contexts from 2-year technical colleges, to teaching-focused institutions, in addition to research-centric settings. Some chapters focus primarily on teaching and learning practices and offer models for improving STEM instruction. Others focus on barriers that emerge for STEM faculty when trying to engage in development experiences. There are chapters that examine tenure structures in relation to faculty development and how STEM FD efforts could support research endeavors. Mentorship and leadership models are also addressed along with a focus on equity issues that permeate higher education and impact STEM FD. It is our sincere hope that this Handbook sparks increased discourse and continued explorations related to STEM FD, and in particular, the intentional focus of faculty development initiatives to extend to the many facets of academic life.

BACK LIST

Title	Year	Paperback	Hardcover
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	\$72.99 978-1-64802-797-0	\$104.99 978-1-64802-798-7
International Perspectives on Mathematics Teacher Education Denisse R Thompson, University of South Florida; Christine Suurtamm, University of Ottawa; Mary Ann Huntley, Cornell University <i>Series: Research in Mathematics Education</i>	2021	\$52.99 978-1-64802-629-4	\$94.99 978-1-64802-630-0
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 <i>Series: Out-of-School-Time STEM Programs for Females: Implications for Research and Practice</i>	2021	\$52.99 978-1-64802-149-7	\$94.99 978-1-64802-150-3
Algebra for the Middle Grades Francis Gardella, Hunter College-CUNY; Maria DeLucia, Middlesex County College	2020	\$52.99 978-1-64113-845-1	\$94.99 978-1-64113-846-8
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	\$52.99 978-1-64802-201-2	\$94.99 978-1-64802-202-9
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	\$72.99 978-1-64113-931-1	\$104.99 978-1-64113-932-8
Preparing STEM Teachers: The UTeach Replication Model Joanne E. Goodell, Cleveland State University; Selma Koç, Cleveland State University	2020	\$72.99 978-1-64802-166-4	\$104.99 978-1-64802-167-1
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	\$52.99 978-1-64802-137-4	\$94.99 978-1-64802-138-1
Standards for Preparing Teachers of Mathematics: (color version) Association of Mathematics Teacher Educators (AMTE)	2020	\$80.49 9781641139991	\$104.99 9781648020001
Standards for Preparing Teachers of Mathematics: (black + white version) Association of Mathematics Teacher Educators (AMTE)	2020	\$59.99 9781641139960	\$94.99 9781641139977
American Educational History Journal: Volume 46 #1 & 2 Shirley Marie McCarther, University of Missouri-Kansas City <i>Series: American Educational History Journal</i>	2019	\$52.99 978-1-64113-800-0	\$94.99 978-1-64113-801-7

Culturally and Linguistically Diverse Learners and STEAM: Teachers and Researchers Working in Partnership to Build a Better Tomorrow Pamela Spycher, WestEd; Erin F. Haynes, Engage Language, LLC	2019	\$72.99 9781641136051	\$104.99 9781641136068
Equity in Mathematics Education: Addressing a Changing World Constantinos Xenofontos, University of Stirling, UK <i>Series: Cognition, Equity & Society: International Perspectives</i>	2019	\$52.99 9781641137287	\$94.99 9781641137294
Learning Mathematics Successfully: Raising Self-Efficacy in Students, Teachers and Parents Clark J Hickman; Helene J. Sherman	2019	\$52.99 9781641137379	\$94.99 9781641137386
Selected Writings from the Journal of the Saskatchewan Mathematics Teachers' Society: Celebrating 50 years (1961-2011) of Vinculum Egan J Chernoff, University of Saskatchewan; Gale L. Russell, University of Regina; Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast</i>	2019	\$72.99 9781641135276	\$104.99 9781641135283
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How Students Think When Doing Algebra Steve Rhine, Pacific University; Rachel Harrington, Western Oregon University; Colin Starr, Willamette University	2018	\$52.99 978-1-64113-411-8	\$94.99 978-1-64113-412-5
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Write On! Math: Note Taking Strategies That Increase Understanding and Achievement 3rd Edition Robert Gerver	2018	\$52.99 978-1-64113-197-1	\$94.99 978-1-64113-198-8
American Educational History Journal: Volume 44 # 1 & 2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i>	2017	\$52.99 978-1-64113-040-0	\$94.99 978-1-64113-041-7
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 <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i>	2017	\$52.99 978-1-64113-025-7	\$94.99 978-1-64113-026-4

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 <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i>	2017	\$52.99 9781681238227	\$94.99 9781681238234
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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 <i>Series: Out-of-School-Time STEM Programs for Females: Implications for Research and Practice</i>	2017	\$52.99 9781681238432	\$94.99 9781681238449
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	\$52.99 9781681237671	\$94.99 9781681237688
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American Educational History Journal: Volume 43 # 1 & 2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i>	2016	\$52.99 9781681236070	\$94.99 9781681236087
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 <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i>	2016	\$72.99 9781681236254	\$104.99 9781681236261
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	\$52.99 978-1-68123-259-1	\$94.99 978-1-68123-260-7
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	\$52.99 9781681234113	\$94.99 9781681234120
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	\$52.99 9781681235721	\$94.99 9781681235738
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 <i>Series: The Montana Mathematics Enthusiast</i>	2016	\$72.99 9781681233017	\$104.99 9781681233024
American Educational History Journal: Volume 42 # 1-2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i>	2015	\$52.99 9781681232652	\$94.99 9781681232669

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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	\$345 9781681232775	\$460 9781681232782
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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	\$103.49 978-1-68123-114-3
Mathematics Teaching: Putting Research into Practice at All Levels Johnny W. Lott; Jennifer Luebeck <i>Series: The AMTE Monograph Series</i>	2015	\$52.99 9781623969530	
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American Educational History Journal: Volume 41 #1 & 2 Paul J. Ramsey, Eastern Michigan University <i>Series: American Educational History Journal</i>	2014	\$72.99 9781623967895	\$104.99 9781623967901
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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	\$52.99 9781623965532	\$94.99 9781623965549
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