

INFORMATION AGE PUBLISHING

MATHEMATICS 2024

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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)

LEADERSHIP FOR SCHOOL IMPROVEMENT



Catalytic Improvement Communities Cultivating Flourishing Schools

Jonathan Eckert, Baylor University; Bradley W. Carpenter, Sul Ross State University

A volume in the series *Leadership for School Improvement*

2024. Paperback 979-8-88730-522-6 \$52.99. Hardcover 979-8-88730-523-3 \$94.99. eBook 979-8-88730-524-0 \$85.

In chemistry, a catalyst accelerates change without being depleted. As we seek school improvement, we need sustainable, scalable changes, and therefore catalytic structures are ideal. From communities of practice to professional learning communities to Networked Improvement Communities (NICs) much has been made in the scholarly and consultancy literature about collaborative approaches to improvement.

The benefit of improvement communities that operate in networks over professional learning communities or isolated communities of practice is that they allow for broader experimentation, more rapid iteration, and greater possibility for scaling improvement. Educators have many tools and protocols to support the various approaches to improvement, evidenced by the many tools the Carnegie Foundation has developed for NICs alone. However, we need to understand how these are being used in a wide range of contexts and iterations.

This book answers three questions: 1) How can improvement communities act as catalysts? 2) How do improvement communities serve as discipline, creative inquiry? 3) Most importantly, how do improvement communities support flourishing individuals? These three questions serve as the drivers of three sections with practical recommendations and insights for teachers, administrators, and policymakers that will lead to more sustainable leadership practices and thriving educators, students, and communities.

RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



The Undivided Life Faculty of Color Bringing Our Whole Selves to the Academy

Judy A. Alston, Miami University; Cynthia A. Tyson, The Ohio State University

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2024. Paperback 979-8-88730-502-8 \$52.99. Hardcover 979-8-88730-503-5 \$94.99. eBook 979-8-88730-504-2 \$85.

Much of the research and writing on faculty of color and persistence in the Academy speaks to mentoring, recruitment, retention, job satisfaction, and the Imposter Syndrome. Yet, in spite of the significance (though we are small in numbers) and necessity of faculty of color in the Academy, there is no literature to describe or explain our experiences with regards to our holistic (body, mind, and spirit) existence and persistence in the Academy.

Some questions that persist for faculty of color include: How do I continue to persist in the professoriate either in the tenure-track or as a tenured professor? How can I just be me and still be a successful professor? Do I have to check certain parts of me at the door or can I bring all of who I am into the Academy? How can I teach, research, and serve with my whole self and still have my work valued and accepted? Do I have to do safe research/work or can I do the work that I am passionate about? This collection of chapters are the personal stories from faculty of color who have persisted in the Academy despite the sometimes very steep climb.

NO SERIES



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 discrete 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.



Student Leadership Model for Hispanic Serving and Emerging Hispanic Serving Institutions

Norma S. Guerra, University of Texas at San Antonio; Daniel Loera, University of La Verne; Martha Enciso, California State University, Fullerton; Lorena Claes, The University of Texas at San Antonio

2023. Paperback 979-8-88730-533-2 \$52.99. Hardcover 979-8-88730-534-9 \$94.99. eBook 979-8-88730-535-6 \$85.

Although empirical evidence indicates that HSIs (Hispanic Serving Institutions) are making some progress in recognizing that enhancing the racial and cultural experiences of Latino/a/x students, “Latinx-enhancing” is part of their role as institutions that enroll and serve large numbers of minoritized students (Garcia, 2019), there are still institutional gaps on prioritizing opportunities for Latino/a/x students to engage in leadership development.

Latino/a/x students often rely on informal out-of-college support systems found in their community-- comunidad, such as family and peers to thrive within college (Ceballos, 2004; Easley, et al, 2012), it is important to assist them in their development and implementation of strengths-based problem-solving communication approach (Guerra, 2015, 2016).

ENDORSEMENTS:

"This book is valuable to scholars and practitioners of higher education, especially those at minority-serving institutions invested in culturally relevant approaches to student success and asset-based development—particularly in relation to Latinx students and communities. Overall, the book paints a beautiful portrait of culturally responsive leadership that is rooted in partnership with the students we serve." — Christian A. Bracho, California State University, Long Beach

"The manuscript presents a perspective that has been untapped at HSIs- the student, student leadership and the student advocacy that is required to improve and intentionally influence HSI development. To date, no other work has been developed that addresses the role of the student in growth and servingness at HSIs." — Paloma Vargas, Oxnard College



Topics in Mathematics For Elementary Teachers A Technology-Enhanced Experiential Approach 2nd Edition

Sergei Abramovich, State University of New York at Potsdam

2024. Paperback 979-8-88730-514-1 \$52.99. Hardcover 979-8-88730-515-8 \$94.99. eBook 979-8-88730-516-5 \$85.

This is the second (revised) edition of the book published in 2010 under the same title. It reflects the author's experience teaching a graduate level mathematics content course for elementary teacher candidates at SUNY Potsdam since 2003. The book addresses a number of recommendations of the Conference Board of the Mathematical Sciences for the preparation of teachers demonstrating how abstract mathematical concepts can be motivated by concrete activities and the use of technology. Such approach to school mathematics makes it easier for teachers to grasp the meaning of generalization, formal proof, and the creation of an increasing number of concepts on higher levels of abstraction. The book's computer-enhanced pedagogy and its strong experiential component enabled by the use of manipulative materials have the potential to reduce mathematics anxiety among teachers and help them develop confidence in teaching the subject matter through modeling and problem solving. Classroom observations of teachers' learning mathematics as a combination of theory and experiment confirm that this approach elevates one's mathematical understanding to a higher ground.

Most of the chapters are motivated by a problem typically found in the elementary mathematics curricula and/or standards (either National or New York State – the context in which the author prepare teachers). By exploring traditional problems in depth, teachers can uncover fundamental mathematical concepts and ideas hidden within a seemingly mundane task. The need to have experience in going beyond traditional expectations for learning is due to the constructivist orientation of contemporary mathematics pedagogy that encourages students to ask questions about mathematics they study. Each chapter (except the last one) includes an activity set that can be used for the development of the variety of assignments for teachers. Digital tools used in the book include spreadsheets, Wolfram Alpha, GeoGebra, Kid Pix Studio Deluxe, and Graphing Calculator (Pacific Tech).

BACK LIST

Title	Year	Paperback	Hardcover
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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
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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
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Shirley Marie McCarther, University of Missouri-Kansas City
Series: American Educational History Journal

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Shirley Marie McCarther, University of Missouri-Kansas City
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Series: Research in Mathematics Education

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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
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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
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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	\$52.99 978-1-68123-029-0	\$94.99 978-1-68123-030-6
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>	2015	\$52.99 9781623969516	

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