

MATHEMATICS TEXTBOOKS FOR SECONDARY SCHOOL

MATHEMATICS TEXTBOOKS FOR SECONDARY SCHOOL ARE ESSENTIAL RESOURCES THAT PROVIDE STUDENTS WITH THE FOUNDATIONAL KNOWLEDGE AND SKILLS NECESSARY FOR ACADEMIC SUCCESS IN MATHEMATICS. THESE TEXTBOOKS COVER A WIDE RANGE OF TOPICS, INCLUDING ALGEBRA, GEOMETRY, TRIGONOMETRY, AND STATISTICS, WHICH ARE CRUCIAL FOR DEVELOPING PROBLEM-SOLVING AND ANALYTICAL SKILLS. SELECTING THE RIGHT MATHEMATICS TEXTBOOK CAN SIGNIFICANTLY IMPACT A STUDENT'S UNDERSTANDING AND APPRECIATION OF THE SUBJECT. THIS ARTICLE WILL EXPLORE THE KEY FEATURES OF EFFECTIVE MATHEMATICS TEXTBOOKS, THE IMPORTANCE OF ALIGNING TEXTBOOKS WITH CURRICULUM STANDARDS, AND RECOMMENDATIONS FOR SOME OF THE BEST TEXTBOOKS AVAILABLE FOR SECONDARY SCHOOL STUDENTS. ADDITIONALLY, WE WILL DISCUSS HOW TO CHOOSE THE RIGHT TEXTBOOK BASED ON LEARNING STYLES AND CURRICULUM REQUIREMENTS.

- UNDERSTANDING THE IMPORTANCE OF MATHEMATICS TEXTBOOKS
- KEY FEATURES OF EFFECTIVE MATHEMATICS TEXTBOOKS
- POPULAR MATHEMATICS TEXTBOOKS FOR SECONDARY SCHOOL
- CHOOSING THE RIGHT MATHEMATICS TEXTBOOK
- ALIGNING TEXTBOOKS WITH CURRICULUM STANDARDS

UNDERSTANDING THE IMPORTANCE OF MATHEMATICS TEXTBOOKS

MATHEMATICS TEXTBOOKS FOR SECONDARY SCHOOL PLAY A VITAL ROLE IN THE EDUCATION SYSTEM. THEY ARE NOT JUST BOOKS FILLED WITH NUMBERS AND EQUATIONS; THEY SERVE AS COMPREHENSIVE GUIDES THAT HELP STUDENTS NAVIGATE THE COMPLEXITIES OF MATHEMATICAL CONCEPTS. THE SIGNIFICANCE OF THESE TEXTBOOKS CAN BE HIGHLIGHTED IN SEVERAL WAYS.

FOUNDATION FOR LEARNING

MATHEMATICS IS A CUMULATIVE SUBJECT, MEANING THAT EACH CONCEPT BUILDS ON THE PREVIOUS ONE. A WELL-STRUCTURED TEXTBOOK PROVIDES A SOLID FOUNDATION FOR STUDENTS, ENABLING THEM TO GRASP BASIC CONCEPTS BEFORE ADVANCING TO MORE DIFFICULT MATERIAL. THIS SEQUENTIAL LEARNING APPROACH IS CRUCIAL FOR MASTERING TOPICS SUCH AS ALGEBRA AND GEOMETRY, WHICH ARE FUNDAMENTAL FOR FURTHER STUDIES IN MATHEMATICS AND RELATED FIELDS.

RESOURCE FOR TEACHERS

IN ADDITION TO AIDING STUDENTS, MATHEMATICS TEXTBOOKS ALSO SERVE AS VALUABLE RESOURCES FOR TEACHERS. THEY PROVIDE STRUCTURED LESSON PLANS, EXERCISES, AND ASSESSMENT TOOLS THAT EDUCATORS CAN UTILIZE TO ENHANCE CLASSROOM INSTRUCTION. TEACHERS CAN USE THESE RESOURCES TO TAILOR THEIR TEACHING METHODS TO MEET THE DIVERSE NEEDS OF THEIR STUDENTS, ENSURING THAT EVERYONE HAS THE OPPORTUNITY TO SUCCEED.

ENCOURAGING INDEPENDENT LEARNING

EFFECTIVE MATHEMATICS TEXTBOOKS ENCOURAGE INDEPENDENT LEARNING. THEY OFTEN INCLUDE PRACTICE PROBLEMS, EXAMPLES, AND EXPLANATIONS THAT ALLOW STUDENTS TO WORK THROUGH MATERIAL AT THEIR OWN PACE. THIS SELF-DIRECTED APPROACH FOSTERS A DEEPER UNDERSTANDING OF MATHEMATICAL CONCEPTS AND HELPS STUDENTS DEVELOP CRITICAL THINKING AND PROBLEM-SOLVING SKILLS.

KEY FEATURES OF EFFECTIVE MATHEMATICS TEXTBOOKS

WHEN SELECTING MATHEMATICS TEXTBOOKS FOR SECONDARY SCHOOL, CERTAIN FEATURES SET EFFECTIVE BOOKS APART FROM OTHERS. UNDERSTANDING THESE FEATURES CAN HELP STUDENTS, PARENTS, AND EDUCATORS MAKE INFORMED CHOICES.

CLARITY AND ACCESSIBILITY

THE LANGUAGE AND EXPLANATIONS USED IN THE TEXTBOOK SHOULD BE CLEAR AND ACCESSIBLE TO STUDENTS. EFFECTIVE TEXTBOOKS AVOID OVERLY COMPLEX JARGON AND INSTEAD USE STRAIGHTFORWARD LANGUAGE TO EXPLAIN CONCEPTS. ADDITIONALLY, THE LAYOUT SHOULD BE ORGANIZED, WITH LOGICAL PROGRESSION FROM ONE TOPIC TO THE NEXT.

COMPREHENSIVE COVERAGE OF TOPICS

A GOOD MATHEMATICS TEXTBOOK SHOULD COVER ALL ESSENTIAL TOPICS REQUIRED FOR SECONDARY SCHOOL MATHEMATICS. THIS INCLUDES ALGEBRA, GEOMETRY, STATISTICS, AND TRIGONOMETRY. COMPREHENSIVE COVERAGE ENSURES THAT STUDENTS RECEIVE A WELL-ROUNDED EDUCATION IN MATHEMATICS, PREPARING THEM FOR FURTHER STUDIES OR STANDARDIZED TESTS.

ENGAGING PRACTICE PROBLEMS AND EXAMPLES

PRACTICE PROBLEMS AND REAL-WORLD EXAMPLES ARE CRITICAL COMPONENTS OF EFFECTIVE MATHEMATICS TEXTBOOKS. THEY ENABLE STUDENTS TO APPLY WHAT THEY HAVE LEARNED IN PRACTICAL SCENARIOS, REINFORCING THEIR UNDERSTANDING. TEXTBOOKS THAT OFFER A VARIETY OF PROBLEM TYPES, INCLUDING WORD PROBLEMS AND MULTI-STEP EQUATIONS, ARE PARTICULARLY BENEFICIAL.

SUPPORTIVE LEARNING AIDS

EFFECTIVE TEXTBOOKS OFTEN INCLUDE ADDITIONAL LEARNING AIDS SUCH AS GLOSSARIES, REVIEW SECTIONS, AND ONLINE RESOURCES. THESE AIDS PROVIDE STUDENTS WITH EXTRA SUPPORT AND CAN ENHANCE THEIR LEARNING EXPERIENCE. INTERACTIVE COMPONENTS, SUCH AS QUIZZES AND VIDEO TUTORIALS, CAN ALSO BE VALUABLE FOR STUDENTS SEEKING A MORE ENGAGING WAY TO LEARN.

POPULAR MATHEMATICS TEXTBOOKS FOR SECONDARY SCHOOL

THERE ARE NUMEROUS MATHEMATICS TEXTBOOKS AVAILABLE FOR SECONDARY SCHOOL STUDENTS, EACH OFFERING UNIQUE APPROACHES TO TEACHING MATHEMATICAL CONCEPTS. BELOW ARE SOME OF THE MOST POPULAR AND RESPECTED MATHEMATICS TEXTBOOKS IN THE MARKET.

ALGEBRA AND GEOMETRY

- ALGEBRA 1 BY MCGRAW-HILL EDUCATION: THIS TEXTBOOK PROVIDES A STRONG FOUNDATION IN ALGEBRAIC CONCEPTS, WITH CLEAR EXPLANATIONS AND NUMEROUS PRACTICE PROBLEMS.
- GEOMETRY: COMMON CORE EDITION BY PEARSON: THIS BOOK FOCUSES ON GEOMETRIC PRINCIPLES AND INCLUDES ENGAGING VISUALS TO AID UNDERSTANDING.

INTEGRATED MATHEMATICS

- INTEGRATED MATHEMATICS SERIES BY GLENCOE: THIS SERIES COMBINES VARIOUS MATHEMATICAL TOPICS INTO A COHESIVE CURRICULUM, MAKING IT SUITABLE FOR COMPREHENSIVE LEARNING.

ADVANCED MATHEMATICS

- PRECALCULUS BY STEWART, REDLIN, AND WATSON: A WELL-REGARDED TEXTBOOK THAT PREPARES STUDENTS FOR CALCULUS WITH A STRONG FOCUS ON ALGEBRA AND TRIGONOMETRY.

STATISTICS

- STATISTICS FOR BUSINESS AND ECONOMICS BY NEWBOLD, THORNE, AND BOSS: THIS TEXTBOOK PROVIDES A SOLID INTRODUCTION TO STATISTICS, EMPHASIZING PRACTICAL APPLICATIONS AND REAL-WORLD EXAMPLES.

CHOOSING THE RIGHT MATHEMATICS TEXTBOOK

THE SELECTION OF AN APPROPRIATE MATHEMATICS TEXTBOOK IS CRUCIAL FOR STUDENT SUCCESS. VARIOUS FACTORS SHOULD BE CONSIDERED TO ENSURE THAT THE CHOSEN TEXTBOOK MEETS THE SPECIFIC NEEDS OF THE STUDENT.

ASSESS LEARNING STYLES

DIFFERENT STUDENTS HAVE DIFFERENT LEARNING STYLES. SOME MAY BENEFIT FROM VISUAL AIDS, WHILE OTHERS MAY PREFER A MORE TEXTUAL APPROACH. EVALUATING A STUDENT'S LEARNING STYLE CAN HELP IN SELECTING A TEXTBOOK THAT ALIGNS WITH THEIR PREFERENCES.

CONSIDER CURRICULUM REQUIREMENTS

IT IS ESSENTIAL TO CHOOSE A TEXTBOOK THAT ALIGNS WITH THE CURRICULUM REQUIREMENTS OF THE SCHOOL. MANY EDUCATIONAL INSTITUTIONS HAVE SPECIFIC GUIDELINES OR STANDARDS THAT TEXTBOOKS MUST MEET. ENSURING THAT THE TEXTBOOK ADHERES TO THESE STANDARDS CAN FACILITATE SMOOTHER LEARNING EXPERIENCES.

EVALUATE SUPPLEMENTARY RESOURCES

TEXTBOOKS THAT OFFER SUPPLEMENTARY RESOURCES, SUCH AS ONLINE ACCESS TO ADDITIONAL EXERCISES OR VIDEO TUTORIALS, CAN BE MORE BENEFICIAL. THESE RESOURCES PROVIDE EXTRA PRACTICE AND HELP REINFORCE CONCEPTS LEARNED IN THE CLASSROOM.

ALIGNING TEXTBOOKS WITH CURRICULUM STANDARDS

ALIGNING MATHEMATICS TEXTBOOKS WITH CURRICULUM STANDARDS IS VITAL FOR ENSURING THAT STUDENTS RECEIVE A QUALITY EDUCATION THAT MEETS EDUCATIONAL BENCHMARKS.

UNDERSTANDING EDUCATIONAL STANDARDS

EDUCATIONAL STANDARDS DEFINE WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO AT EACH GRADE LEVEL. FAMILIARIZING ONESELF WITH THESE STANDARDS WILL HELP IN SELECTING TEXTBOOKS THAT MEET THE NECESSARY CRITERIA.

IMPORTANCE OF STATE STANDARDS

MANY STATES HAVE ADOPTED THEIR OWN EDUCATIONAL STANDARDS. WHEN SELECTING MATHEMATICS TEXTBOOKS FOR SECONDARY SCHOOL, IT IS IMPORTANT TO CONSIDER THESE STATE-SPECIFIC STANDARDS TO ENSURE COMPLIANCE AND RELEVANCE.

ADAPTING TO CHANGES IN CURRICULUM

CURRICULAR CHANGES CAN OCCUR FREQUENTLY, AND IT IS ESSENTIAL TO CHOOSE TEXTBOOKS THAT CAN ADAPT TO THESE CHANGES. TEXTBOOKS THAT ARE REGULARLY UPDATED WILL REMAIN RELEVANT AND EFFECTIVE IN TEACHING CURRENT MATHEMATICAL CONCEPTS.

IN CONCLUSION, MATHEMATICS TEXTBOOKS FOR SECONDARY SCHOOL ARE INDISPENSABLE TOOLS THAT SIGNIFICANTLY INFLUENCE THE LEARNING OUTCOMES OF STUDENTS. BY UNDERSTANDING THE IMPORTANCE OF THESE TEXTBOOKS, RECOGNIZING KEY FEATURES THAT MAKE THEM EFFECTIVE, AND KNOWING HOW TO CHOOSE THE RIGHT ONE, EDUCATORS AND STUDENTS CAN ENHANCE THEIR MATHEMATICAL EDUCATION. THE INTERPLAY BETWEEN TEXTBOOK CONTENT AND CURRICULUM STANDARDS ENSURES THAT STUDENTS ARE WELL-PREPARED FOR FUTURE ACADEMIC CHALLENGES.

Q: WHY ARE MATHEMATICS TEXTBOOKS IMPORTANT FOR SECONDARY SCHOOL STUDENTS?

A: MATHEMATICS TEXTBOOKS PROVIDE FOUNDATIONAL KNOWLEDGE, STRUCTURED LEARNING PATHS, AND RESOURCES FOR BOTH STUDENTS AND TEACHERS. THEY FACILITATE INDEPENDENT LEARNING AND HELP STUDENTS GRASP COMPLEX MATHEMATICAL CONCEPTS.

Q: WHAT KEY FEATURES SHOULD I LOOK FOR IN A MATHEMATICS TEXTBOOK?

A: LOOK FOR CLARITY AND ACCESSIBILITY, COMPREHENSIVE COVERAGE OF TOPICS, ENGAGING PRACTICE PROBLEMS, AND SUPPORTIVE LEARNING AIDS SUCH AS GLOSSARIES AND ONLINE RESOURCES.

Q: CAN YOU RECOMMEND SOME POPULAR MATHEMATICS TEXTBOOKS FOR SECONDARY SCHOOL?

A: SOME POPULAR CHOICES INCLUDE "ALGEBRA 1" BY MCGRAW-HILL EDUCATION, "GEOMETRY: COMMON CORE EDITION" BY PEARSON, "INTEGRATED MATHEMATICS SERIES" BY GLENCOE, AND "STATISTICS FOR BUSINESS AND ECONOMICS" BY NEWBOLD ET AL.

Q: HOW CAN I CHOOSE THE RIGHT MATHEMATICS TEXTBOOK FOR MY CHILD?

A: CONSIDER YOUR CHILD'S LEARNING STYLE, THE CURRICULUM REQUIREMENTS OF THEIR SCHOOL, AND WHETHER THE TEXTBOOK OFFERS SUPPLEMENTARY RESOURCES FOR ADDITIONAL SUPPORT.

Q: HOW DO EDUCATIONAL STANDARDS AFFECT MATHEMATICS TEXTBOOKS?

A: EDUCATIONAL STANDARDS DEFINE WHAT STUDENTS SHOULD KNOW AT EACH GRADE LEVEL. TEXTBOOKS ALIGNED WITH THESE STANDARDS ENSURE THAT STUDENTS LEARN RELEVANT AND REQUIRED MATHEMATICAL CONCEPTS.

Q: WHAT ROLE DO TEACHERS PLAY IN SELECTING MATHEMATICS TEXTBOOKS?

A: TEACHERS EVALUATE TEXTBOOKS BASED ON THEIR CURRICULUM, THE NEEDS OF THEIR STUDENTS, AND THE EFFECTIVENESS OF THE TEACHING MATERIALS PROVIDED WITHIN THE TEXTBOOKS.

Q: ARE THERE ANY ONLINE RESOURCES ASSOCIATED WITH MATHEMATICS TEXTBOOKS?

A: MANY MODERN MATHEMATICS TEXTBOOKS COME WITH ONLINE RESOURCES SUCH AS ADDITIONAL PRACTICE EXERCISES, VIDEO TUTORIALS, AND INTERACTIVE QUIZZES THAT ENHANCE THE LEARNING EXPERIENCE.

Q: HOW OFTEN SHOULD MATHEMATICS TEXTBOOKS BE UPDATED?

A: TEXTBOOKS SHOULD BE UPDATED REGULARLY TO REFLECT CURRENT EDUCATIONAL STANDARDS, INCORPORATE NEW TEACHING METHODS, AND ENSURE THAT CONTENT REMAINS RELEVANT AND ACCURATE.

Q: WHAT IS THE SIGNIFICANCE OF ENGAGING PRACTICE PROBLEMS IN MATHEMATICS TEXTBOOKS?

A: ENGAGING PRACTICE PROBLEMS HELP STUDENTS APPLY WHAT THEY HAVE LEARNED TO REAL-WORLD SCENARIOS, REINFORCING THEIR UNDERSTANDING AND IMPROVING THEIR PROBLEM-SOLVING SKILLS.

Mathematics Textbooks For Secondary School

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mathematics textbooks for secondary school: *Textbooks and School Library Provision in Secondary Education in Sub-Saharan Africa* World Bank, 2008-02-15 This study is based on research on secondary textbook and school library provision in Botswana, Cameroon, Cote d'Ivoire, Ghana, Kenya, Malawi, Rwanda, Tanzania, and Togo, as well as existing recent country reports on textbook provision and an extensive desk research. Considerable variations exist in Sub-Saharan African textbook requirements needed to meet secondary curriculum specifications just as significant differences exist between and within countries in regard to the average price of recommended textbooks. Some countries have no approved textbooks list. This World Bank Working Paper aims to discuss the textbook situation in Sub-Saharan Africa with a special focus on secondary textbook availability, cost and financing, distribution and publishing, and the status of school libraries. Its objective is to analyze the issues in secondary textbook and school library provision and to provide some options and strategies for improvement.

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logarithmic functions, number and operation, and measurement. Acknowledging diversity in the mathematical backgrounds of pre-service teachers and in the goals of teacher preparation programs, the authors have written a flexible text, through which instructors can emphasize any of the following: Basics: exploration of key pre-college topics from intuitive and rigorous points of view; Connections: exploration of relationships among topics, using tools from college-level mathematics; Extensions: exploration of college-level mathematical topics that have a compelling relationship to pre-college mathematics. Mathematics for Secondary School Teachers provides a balance of discovery learning and direct instruction. Activities and exercises address the range of learning objectives appropriate for future teachers. Beyond the obvious goals of conceptual understanding and computational fluency, readers are invited to devise mathematical explanations and arguments, create examples and visual representations, remediate typical student errors and misconceptions, and analyze student work. Introductory discussion questions encourage prospective teachers to take stock of their knowledge of pre-college topics. A rich collection of exercises of widely varying degrees of difficulty is integrated with the text. Activities and exercises are easily adapted to the settings of individual assignments, group projects, and classroom discussions. Mathematics for Secondary School Teachers is primarily intended as the text for a bridge or capstone course for pre-service secondary school mathematics teachers. It can also be used in alternative licensure programs, as a supplement to a mathematics methods course, as the text for a graduate course for in-service teachers, and as a resource and reference for in-service faculty development.

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Mathematical Association of Ghana, Brian Raynor, Mille Mitchelmore, Murray Macrae, Mathematical Association of Ghana Staff, 2000-02-25 Mathematics for Senior Secondary Schools covers the senior core mathematics syllabus in three text books, one for each of the three SSS years.

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2023-03-08 The international New Math developments between about 1950 through 1980, are regarded by many mathematics educators and education historians as the most historically important development in curricula of the twentieth century. It attracted the attention of local and international politicians, of teachers, and of parents, and influenced the teaching and learning of mathematics at all levels—kindergarten to college graduate—in many nations. After garnering much initial support it began to attract criticism. But, as Bill Jacob and the late Jerry Becker show in Chapter 17, some of the effects became entrenched. This volume, edited by Professor Dirk De Bock, of Belgium, provides an outstanding overview of the New Math/modern mathematics movement. Chapter authors provide exceptionally high-quality analyses of the rise of the movement, and of subsequent developments, within a range of nations. The first few chapters show how the initial leadership came from mathematicians in European nations and in the United States of America. The background leaders in Europe were Caleb Gattegno and members of a mysterious group of mainly French pure mathematicians, who since the 1930s had published under the name of (a fictitious) “Nicolas Bourbaki.” In the United States, there emerged, during the 1950s various attempts to improve U.S. mathematics curricula and teaching, especially in secondary schools and colleges. This side of the story climaxed in 1957 when the Soviet Union succeeded in launching “Sputnik,” the first satellite. Undoubtedly, this is a landmark publication in education. The foreword was written by Professor Bob Moon, one of a few other scholars to have written on the New Math from an international perspective. The final “epilogue” chapter, by Professor Geert Vanpaemel, a historian, draws together the overall thrust of the volume, and makes links with the general history of curriculum development, especially in science education, including recent globalization trends.

mathematics textbooks for secondary school: Secondary Mathematics for Mathematicians and Educators Michael Weiss, 2020-10-05

In this engaging text, Michael Weiss offers an advanced view of the secondary mathematics curriculum through the prism of theory, analysis, and history, aiming to take an intellectually and mathematically mature perspective on the content normally taught in high school mathematics courses. Rather than a secondary mathematics textbook, Weiss presents here a textbook about the secondary mathematics curriculum, written for mathematics

educators and mathematicians and presenting a long-overdue modern-day integration of the disparate topics and methods of secondary mathematics into a coherent mathematical theory. Areas covered include: Polynomials and polynomial functions; Geometry, graphs, and symmetry; Abstract algebra, linear algebra, and solving equations; Exponential and logarithmic functions; Complex numbers; The historical development of the secondary mathematics curriculum. Written using precise definitions and proofs throughout on a foundation of advanced content knowledge, Weiss offers a compelling and timely investigation into the secondary mathematics curriculum, relevant for preservice secondary teachers as well as graduate students and scholars in both mathematics and mathematics education.

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Paul Dowling, 2002-11-01 Until the 1960s, maths was studied as an academic subject in a desire to have more mathematicians. The current trend, however, has moved away from viewing maths as a purely intellectual endeavour and towards developing a more mathematically competent workforce and citizenry. This trend has seen a large increase in the number of maths schemes being produced by the major educational publishers, which attempt to make maths easier and more approachable by using language instead of symbols. So why do so many children still fail at maths? The author contends that to understand this, teachers need to analyze and evaluate the maths textbooks they are currently using. The author shows the reader how to systematically analyze and evaluate these textbooks. This interrogation of classroom resources, should have important implications for teaching strategies and for textbook design and use.

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John Addison Clement, 1923

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Conference on Education, Language and Art (ICELA 2022) Loo Fung Ying, Ts. Dr. Siti Hajar Halili, Deepanjali Mishra, 2023-03-02 This is an open access book. The 2nd International Conference on Education, Language and Art (ICELA 2022) was held in Sanya, China on Nov. 25-27, 2022. The aim of ICELA 2022 is to bring together innovative academics and industrial experts in the field of Education, Language and other research areas. The primary goal of the conference is to promote scientific information interchange between researchers, developers, students, and practitioners working all around the world. The conference will be held every year to make it an ideal platform for people to share views and experiences. We warmly invite you to participate in ICELA 2022 and look forward to seeing you in Sanya, China.

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Mathematics Education - 2 Volumes Bharath Sriraman, Jinfa Cai, Kyeonghwa Lee, Lianghuo Fan, Yoshinori Shimizu, Chap Sam Lim, K. Subramaniam, 2015-08-01 Mathematics and Science education have both grown in fertile directions in different geographic regions. Yet, the mainstream discourse in international handbooks does not lend voice to developments in cognition, curriculum, teacher development, assessment, policy and implementation of mathematics and science in many countries. Paradoxically, in spite of advances in information technology and the “flat earth” syndrome, old distinctions and biases between different groups of researcher’s persist. In addition limited accessibility to conferences and journals also contribute to this problem. The International Sourcebooks in Mathematics and Science Education focus on under-represented regions of the world and provides a platform for researchers to showcase their research and development in areas within mathematics and science education. The First Sourcebook on Asian Research in Mathematics Education: China, Korea, Singapore, Japan, Malaysia and India provides the first synthesized treatment of mathematics education that has both developed and is now prominently emerging in the Asian and South Asian world. The book is organized in sections coordinated by leaders in mathematics education in these countries and editorial teams for each country affiliated with them. The purpose of unique sourcebook is to both consolidate and survey the established body of research

in these countries with findings that have influenced ongoing research agendas and informed practices in Europe, North America (and other countries) in addition to serving as a platform to showcase existing research that has shaped teacher education, curricula and policy in these Asian countries. The book will serve as a standard reference for mathematics education researchers, policy makers, practitioners and students both in and outside Asia, and complement the Nordic and NCTM perspectives.

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