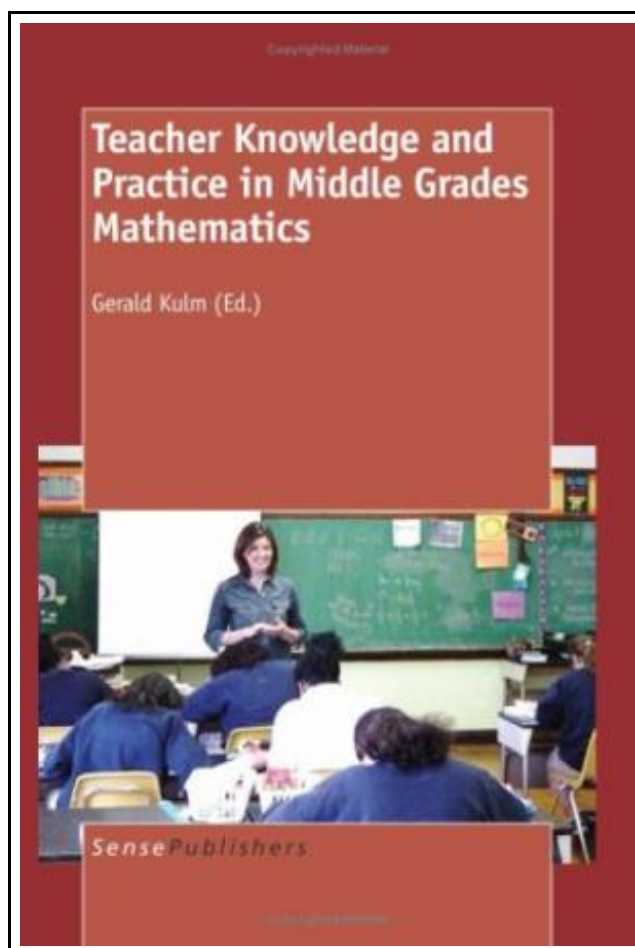


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Sense Publishers, United States, 2008. Paperback. Book Condition: New. 234 x 155 mm. Language: English . Brand New Book ***** Print on Demand *****.This book presents a coherent collection of research studies on teacher knowledge and its relation to instruction and learning in middle-grades mathematics. The authors provide comprehensive literature reviews on specific components of mathematics knowledge for teaching that have been found to be important for effective instruction. Based on the analysis of video data collected over a six-year project, the chapters present new and accessible research on the learning of fractions, early concepts of algebra, and basic statistics and probability. The three sections of the book contain chapters that address research on the development of mathematics knowledge for teaching at the undergraduate level, instructional practices of middle-grades teachers, and the implications of teacher knowledge of mathematics for student learning. The chapters are written by members of a research team led by the Editor that has been working for the past six years to develop practical and useful theories and findings on variables that affect teaching and learning of middle grades mathematics. Mathematics knowledge for teaching is a topic of great current interest. This book is a valuable resource for mathematics education researchers, graduate students, and teacher educators. In addition, professional developers and school district supervisor and curriculum leaders will find the concrete examples of effective teaching strategies useful for teacher workshops.



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