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	Autore	Atkinson, Bill
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	Altri autori (Persone)	CivilMarta KitchenRichard S
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Nota di contenuto	Transnational and Borderland Studies in Mathematics Education; Copyright; Contents; Acknowledgments; Preface; 1 Ecological Approaches To Transnational Research On Mathematical Reasoning: A Focus On Latino/A Mathematics Learners In The Borderlands; 2 Crossing The Border Between Home And School: Dominican Parents' Perspectives On The Teaching And Learning Of Mathematics to Support Cultural Connections, Multiple Mathematical Identities, and Engagement; 3 Impressions Of Mexican Immigrant Families On Their Early Experiences With School Mathematics In Arizona 4 Becoming A "Liberal" Math Learner: Expanding Secondary School Mathematics To Support Cultural Connections, Multiple Mathematical Identities, And Engagement5 Engaging Underprivileged Mexican Students In Reformoriented Mathematics Instruction; 6 Considering Mexican And U.S. Teachers' Views On The Teaching And Learning Of Mathematics Through A Teaching For Diversity Lens; 7 Teachers' Task Management Practices In The Context Of Routine And Nonroutine Mathematics Problems: A Descriptive Analysis 8 Teachers' Conceptions Of Mathematics And Mathematics Teaching And Learning: The Case Of Two Elementary Teachers In Northern Mexico9 Looking Forward: Establishing A Research Agenda For Transnational And Borderland Studies In Mathematics Education; Epilogue; Index
Sommario/riassunto	"Every year, significant numbers of immigrant children from Mexico enter classrooms in the United States. These immigrants comprise a heterogeneous group of students with diverse needs, abilities, and experiences. Transnational and Borderland Studies in Mathematics Education is the first collection to offer research studies across these communities. Providing invaluable research on both sending and receiving communities in Mexico and the U.S, this collection considers the multiple aspects of children's experiences with mathematics, including curriculum, classroom participation structures, mathematical reasoning and discourse---both in and out of school---and parents' perceptions and beliefs about mathematics instruction. An important treatment of an insufficiently documented subject, this collection brings together researchers on both sides of the border to foster and support an interest in documenting evidence that will set the stage for future studies in mathematics education"--