

1. Record Nr.	UNINA990009814620403321
Autore	Atkinson, Bill
Titolo	Electrical installation designs [Risorsa elettronica] / Bill Atkinson ; revised by Roger Lovegrove
Pubbl/distr/stampa	Malden, MA : Wiley-Blackwell, 2002
ISBN	9780470774724
Edizione	[3rd ed.]
Disciplina	621.31924
Lingua di pubblicazione	Inglese
Formato	Risorsa elettronica
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910465563103321
Titolo	Transnational and borderland studies in mathematics education // edited by Richard S. Kitchen, Marta Civil
Pubbl/distr/stampa	New York : , : Routledge, , 2011
ISBN	1-283-54617-5 9786613858627 1-136-89520-5 0-203-84095-X
Descrizione fisica	1 online resource (233 p.)
Collana	Studies in mathematical thinking and learning
Altri autori (Persone)	CivilMarta KitchenRichard S
Disciplina	510.71073
Soggetti	Mathematics - Study and teaching - United States English language - Study and teaching - Foreign speakers Immigrants - Education - United States Mexicans - Education - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>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</p> <p>4 Becoming A "Liberal" Math Learner: Expanding Secondary School Mathematics To Support Cultural Connections, Multiple Mathematical Identities, And Engagement</p> <p>5 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</p> <p>8 Teachers' Conceptions Of Mathematics And Mathematics Teaching And Learning: The Case Of Two Elementary Teachers In Northern Mexico</p> <p>9 Looking Forward: Establishing A Research Agenda For Transnational And Borderland Studies In Mathematics Education; Epilogue; Index</p>
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"--