

1. Record Nr.	UNINA9910299544203321
Titolo	Mathematics Lesson Study Around the World : Theoretical and Methodological Issues // edited by Marisa Quaresma, Carl Winsløw, Stéphane Clivaz, João Pedro da Ponte, Aoibhinn Ní Shúilleabháin, Akihiko Takahashi
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2018
ISBN	3-319-75696-6
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (177 pages) : color illustrations
Collana	ICME-13 Monographs, , 2520-8322
Disciplina	370
Soggetti	Mathematics—Study and teaching Teaching Curriculum (Courses of study) Education—Curricula Learning Instruction International education Comparative education Mathematics Education Teaching and Teacher Education Curriculum Studies Learning & Instruction International and Comparative Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- Lesson Study and Teaching Mathematics through Problem Solving: The Two Wheels of a Cart -- Mathematics Education Lesson Study in Japan from Historical, Community, Institutional and Development Assistance Perspectives -- Promoting and Implementing Lesson Study in Malaysia: Issue of Sustainability -- Enacting Curriculum Reform through Lesson Study in the Irish Post-primary Mathematics Classroom -- Fitting Lesson Study to the Portuguese Context -- Lesson

Study in Chile: a Very Promising but still Uncertain Path -- Theorizing Lesson Study: Two Related Frameworks and two Danish Case-Studies -- Collaborative Lesson Research (CLR) -- Mathematics Lesson Study Around the World: Conclusions and Looking Ahead.

Sommario/riassunto

This book introduces the specifics of mathematics lesson study with regard to regional/national particularities, discussing the methodological and theoretical tools that can be used to pursue research on lesson study (its forms, contents, effects etc.) from an international perspective. Lesson study and learning study (LS) are becoming increasingly important in teacher education, mostly in continuous professional development, but also in prospective teachers' education, and this interest is accompanied by a demand for more solid theorization of the lesson study process. A number of social, cultural, cognitive and affective issues are reflected in the way LS develops, and the book examines the latest results of these developments.
