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Nota di contenuto	Chapter 1 - Scanning and Scoping of Values and Valuing in Mathematics Education -- Chapter 2 - Another Conversation with Alan Bishop -- Chapter 3 - Student and/or Teacher Valuing in Mathematics Classrooms: Where are We Now, and Where Should We Go? -- Chapter 4 - Values of the Japanese Mathematics Teacher Community -- Chapter 5 - Democratic Actions in School Mathematics and the Dilemma of Conflicting Values -- Chapter 6 - Valuing in Mathematics Learning amongst Ghanaian Students: What Does It Look Like Across Grade Levels? -- Chapter 7 - What Do Psifika Students in New Zealand Value Most for Their Mathematics Learning? -- Chapter 8 - The Role of Value Alignment in Levels of Engagement of Mathematics Learning --

Chapter 9 - Exploring Teachers' Values and Valuing Process in School-Based Lesson Study: A Brunei Darussalam Case Study -- Chapter 10 - Why Mathematics is Valuable for Turkish, Turkish Immigrant and German Students? A Cross - Cultural Study -- Chapter 11 - Mathematical Values Through Personal and Social Values: A Number Activity in a Japanese Kindergarten -- Chapter 12 - Socially Open-Ended Problems for Enriching Student Learning With Mathematical Models and Social Values -- Chapter 13 - Values in Mathematics Learning: Perspectives of Chinese Mainland Primary and Secondary Students -- Chapter 14 - Methodological Issues in the Investigation of Values in Mathematics -- Chapter 15 - The Elementary Mathematics Teachers' Values Underlying Teacher Noticing: The Context of Polygons.

Sommario/riassunto

This engaging open access book discusses how a values and valuing perspective can facilitate a more effective mathematics pedagogical experience, and allows readers to explore multiple applications of the values perspective across different education systems. It also clearly shows that teaching mathematics involves not only reasoning and feelings, but also students' interactions with their cultural setting and each other. The book brings together the work of world leaders and new thinkers in mathematics educational research to improve the learning and teaching of mathematics. Addressing themes such as discovering hidden cultural values, a multicultural society and methodological issues in the investigation of values in mathematics, it stimulates readers to consider these topics in cross-cultural ways, and offers suggestions for research and classroom practice. It is a valuable resource for scholars of mathematics education, from early childhood through to higher education and an inspiring read for all mathematics teachers.
