

1. Record Nr.	UNINA9910349331403321
Autore	Openshaw Roger
Titolo	Transnational Synergies in School Mathematics and Science Debates // by Roger Openshaw, Margaret Walshaw
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2019
ISBN	9783030282691 3030282694
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (X, 206 p. 1 illus.)
Collana	Palgrave Studies in Excellence and Equity in Global Education, , 2947-5953
Disciplina	370 510.71
Soggetti	Mathematics - Study and teaching Education - History Science - Study and teaching International education Comparative education Schools Mathematics Education History of Education Science Education International and Comparative Education School and Schooling
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Introducing transnational synergies in school mathematics and science debates -- Chapter 2. Interrogating equity and excellence -- Chapter 3. Mathematics and science equity of the interwar years -- Chapter 4. The rise and fall of P.S.S.C. physics -- Chapter 5. The ascent of the 'New Mathematics', 1957-1970 -- Chapter 6. Repurposing mathematics and science -- Chapter 7. Major overhauls of the education system -- Chapter 8. Unpacking curricula and standards -- Chapter 9. Ramping up accountability -- Chapter 10. Looking back and

looking forward.

Sommario/riassunto

This book highlights and interrogates the continued interest and scrutiny of mathematics and science education. National debates on excellence and equity tend to focus largely on underachievement in mathematics and science rather than subjects in the arts or music: this is due to a belief that these curriculum areas are central to individual workplace success and national development in a competitive economic environment. The authors explore the history of these assumptions, as well as the debates based around claims that student achievement levels in these subjects has fallen. Spanning the United States, New Zealand, Australia and the United Kingdom, the chapters question how such debates are sustained and amplified: how has this perceived 'crisis' been articulated and spread across national borders? This comprehensive book will be of interest and value to scholars of mathematics and science education, as well as international education debates. .
