

1. Record Nr.	UNINA9910454950203321
Titolo	Towards gender equity in mathematics education [[electronic resource]] : an ICMI study // edited by Gila Hanna
Pubbl/distr/stampa	Dordrecht ; ; Boston, Mass, : Kluwer Academic, c1996
ISBN	1-280-20755-8 9786610207558 0-306-47205-8
Edizione	[1st ed. 2002.]
Descrizione fisica	1 online resource (318 p.)
Collana	New ICMI studies series ; ; v. 3
Altri autori (Persone)	HannaG <1934-> (Gila)
Disciplina	510/.7
Soggetti	Mathematical ability - Sex differences Sex differences in education Women in mathematics Mathematics - Study and teaching 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	Introduction: Towards Gender Equity in Mathematics Education -- Introduction: Towards Gender Equity in Mathematics Education -- General Issues -- Mathematics, Gender, and Research -- Gender and Mathematics: Mythology and Misogyny -- Gender Equity: A Reappraisal -- Symbolic Interactionism and Ethnomethodology as a Theoretical Framework for the Research on Gender and Mathematics -- Curriculum and Assessment: Hitting Girls Twice? -- Mathematics and Gender: Some Cross-Cultural Observations -- Cross-Cultural Perspectives -- Women's Participation in Mathematics Education in Sweden -- Gender and Mathematics Education in Norway -- Gender and Mathematics Education in Denmark -- Gender and Mathematics Education in Finland -- Gender and Mathematics Education: A German View -- Is Gender a Relevant Variable for Mathematics Education? The French Case -- Women's Know-How and Authority: Italian Women and Mathematics -- Gender and Mathematics in England and Wales -- Gender and Mathematics in The Context of Australian Education -- Mathematics, Women, and Education in New Zealand -- Gender and Mathematics

Education: A Snapshot of China -- Gender and Mathematics in Mexico
-- Female Participation in the Study of Mathematics: The US Situation.

Sommario/riassunto

THE REAL WORLD OF MATHEMATICS, SCIENCE, AND TECHNOLOGY
EDUCATION In this Preface, I would like to focus on what I mean by
“education” and speak about the models and metaphors that are used
when people talk, write, and act in the domain of education. We need to
look at the assumptions and processes that the models and metaphors
implicitly and explicitly contain. I feel we should explore whether there
is a specific thrust to mathematics education in the here and now, and
be very practical about it. For me education is the enhancement of
knowledge and understanding, and there is a strong and unbreakable
link between the two. There seems little point in acquiring knowledge
without understanding its meaning. Nor is it enough to gain a deep
understanding of problems without gaining the appropriate knowledge
to work for their solution. Thus knowledge and understanding are each
necessary conditions for the process of education, but only when they
are linked will the process bear fruit. Only in the balanced interplay of
knowledge and understanding can we expect to achieve genuine
education.

2. Record Nr.	UNIORUON00347611
Autore	ALMANZI, Guido
Titolo	Harold Pinter / Guido Almansi and Simon Henderson
Pubbl/distr/stampa	London ; New York, : Methuen, 1983
ISBN	04-16-31710-3
Descrizione fisica	111 p. ; 20 cm.
Altri autori (Persone)	HENDERSON, Simon
Disciplina	824
Soggetti	PINTER HAROLD
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia