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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.