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Nota di contenuto	Acknowledgements -- Contributors -- Mapping the Field and Documenting the Contribution -- Section 1 – Steve the man -- 1. The social turn – from up close and personal -- 2. Steve Lerman: the man and his work -- Section 2 – Steve within the Field -- 3. Issues of equity and justice in the construction of Steve Lerman -- 4. Tracing the

advances in the field of mathematics education -- 5. A Speech Act in Mathematics Education – The Social Turn -- Section 3 - Steve Photo Selection -- 6. Steve through the years -- Section 4 – Steve and international cooperation -- 7. International Research Collaborations: An Australian Perspective -- 8. Researching the role of the teacher in creating socially productive classrooms that facilitate mathematics learning -- Section 5 – Steve’s theoretical contributions -- 9. Turning mathematical knowledge for teaching social -- 10. Knowledge construction: Individual or social? -- 11. Intersubjectivity in mathematics teaching: meaning-making from constructivist and/or sociocultural perspectives? -- 12. Learning as participatory transformation – a reflection inspired by Steve Lerman’s papers and practice -- 13. The philosophy of mathematics education: Stephen Lerman’s contributions -- 14. Lerman’s Perspectives on Information and Communication Technology -- 15. Troubling mathematics “learners”.

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Sommario/riassunto

Professor Stephen Lerman has been a leader in the field of mathematics education for thirty years. His work is extensive, making many significant contributions to a number of key areas of research. Stephen retired from South Bank University in 2012, where he had worked for over 20 years, though he continues to work at Loughborough University. In this book several of his long standing colleagues and collaborators reflect on his contribution to mathematics education, and in so doing illustrate how some of Steve’s ideas and interventions have resulted in significant shifts in the domain.

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