

1. Record Nr.	UNISA990000266990203316
Autore	Knuth, Donald E.
Titolo	Selected papers on computer science / Donald E. Knuth
Pubbl/distr/stampa	Cambridge : University press, copyr. 1996
ISBN	1-881526-91-7
Descrizione fisica	XII, 274 p. : ill. ; 23 cm
Disciplina	004
Collocazione	004 KNU
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910633998503321
Autore	Hiebert James
Titolo	Doing Research: A New Researcher's Guide / / by James Hiebert, Jinfa Cai, Stephen Hwang, Anne K Morris, Charles Hohensee
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2023
ISBN	9783031190780 3031190785
Edizione	[1st ed. 2023.]
Descrizione fisica	1 electronic resource (136 p.)
Collana	Research in Mathematics Education, , 2570-4737
Classificazione	EDU029010EDU037000STU036000
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Disciplina	370.72
Soggetti	Education - Research Research - Methodology Mathematics - Study and teaching Research Methods in Education Research Skills Mathematics Education
Lingua di pubblicazione	Inglese

Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. What is Research, and Why Do People Do It? -- Chapter 2. How Do You Formulate (Important) Hypotheses? -- Chapter 3. Building and Using Theoretical Frameworks -- Chapter 4. Crafting the Methods to Test Hypotheses -- Chapter 5. Significance of a Study: Revisiting the "So What" Question.
Sommario/riassunto	<p>This book is about scientific inquiry. Designed for early and mid-career researchers, it is a practical manual for conducting and communicating high-quality research in (mathematics) education. Based on the authors' extensive experience as researchers, as mentors, and as members of the editorial team for the Journal for Research in Mathematics Education (JRME), this book directly speaks to researchers and their communities about each phase of the process for conceptualizing, conducting, and communicating high-quality research in (mathematics) education. In the late 2010s, both JRME and Educational Studies in Mathematics celebrated 50 years of publishing high-quality research in mathematics education. Many advances in the field have occurred since the establishment of these journals, and these anniversaries marked a milestone in research in mathematics education. Indeed, fifty years represents a small step for human history but a giant leap for mathematics education. The educational research community in general (and the mathematics education community in particular) has strongly advocated for original research, placing great emphasis on building knowledge and capacity in the field. Because it is an interdisciplinary field, mathematics education has integrated means and methods for scientific inquiry from multiple disciplines. Now that the field is gaining maturity, it is a good time to take a step back and systematically consider how mathematics education researchers can engage in significant, impactful scientific inquiry.</p>