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Altri autori (Persone)	HoylesCelia <1946-> MorganCandia WoodhouseGeoffrey
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Nota di contenuto	chapter Introduction -- chapter Section One: What Is Mathematics and What Is It For? -- chapter 1 Being Mathematically Educated in the 21st Century: What Should It Mean? / Johnston Anderson -- chapter 2 Industrial Applied Mathematics Is Changing As Technology Advances: What Skills Does Mathematics Education Need to Provide? / Michael Clayton -- chapter 3 Following Mathematical Practices in Design-oriented Work / Rogers Hall -- chapter 4 Mathematizing in Practice / Celia Hoyles -- chapter 5 Mathematics Provides Tools for Thinking and Communicating / Willibald Drfler -- chapter Section Two: Curriculum and Classrooms for the Future -- chapter 1 One Mathematics for All? / Margaret Brown -- chapter 7 General Mathematical Competence: A New Way of Describing and Assessing a Mathematics Curriculum / Julian Williams -- chapter 8 Maximizing Energy in the Learning of

Mathematics / Gillian Hatch -- chapter 9 Modelling for the New Millennium / Carolyn English -- chapter 10 Mathematics and Scientific Literacy / Daniel Sandford Smith -- chapter 11 Mathematics Laboratories for Science Undergraduates / Richard Templer -- chapter 12 The Mathematics of Change and Variation from a Millennial Perspective: New Content, New Context / James J. Kaput -- chapter Section Three: Thinking about Change -- chapter 13 Fudge and Fiddlesticks: A Century After / H. Brian Griffiths -- chapter 14 Glimpses of the Past, Images of the Future: Moving from 20th to 21st Century Mathematics Education / William Higginson -- chapter 15 Training Today the Teacher of Tomorrow / Bernard Cornu -- chapter 16 Reconstructing Professional Judgment in Mathematics Education: From Good Practice to Warranted Practice / Kenneth Ruthven -- part Section Four: Learning from the Pacific Rim -- chapter 17 New Goals and Directions for Mathematics Education in Korea / Hee-Chan Lew -- chapter 18 EXAM MATHS Re-examined / Fou-Lai Lin -- chapter 19 The Traditional Chinese Views of Mathematics and Education: Implications for Mathematics Education in the New Millennium / Frederick Leung -- chapter Notes on Contributors.

Sommario/riassunto

At a time when political interest in mathematics education is at its highest, this book demonstrates that the issues are far from straightforward. A wide range of international contributors address such questions as: What is mathematics, and what is it for? What skills does mathematics education need to provide as technology advances? What are the implications for teacher education? What can we learn from past attempts to change the mathematics curriculum? Rethinking the Mathematics Curriculum offers stimulating discussions, showing much is to be learnt from the differences in culture, national expectations, and political restraints revealed in the book. This accessible book will be of particular interest to policy makers, curriculum developers, educators, researchers and employers as well as the general reader.
