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This book explores the complexities of curriculum studies by taking into account African perspectives of curriculum theory, curriculum theorising and the theoriser. It provides alternative pathways to the curriculum discourse in Africa by breaking traditions and experimenting on alternative approaches.

This book is open access under a CC BY 4.0 license. The book presents the Proceedings of the 13th International Congress on Mathematical Education (ICME-13) and is based on the presentations given at the 13th International Congress on Mathematical Education (ICME-13). ICME-13 took place from 24th-31st July 2016 at the University of Hamburg in Hamburg (Germany). The congress was hosted by the Society of Didactics of Mathematics (Gesellschaft für Didaktik der Mathematik - GDM) and took place under the auspices of the International Commission on Mathematical Instruction (ICMI). ICME-13 brought together about 3.500 mathematics educators from 105 countries, additionally 250 teachers from German speaking countries met for specific activities. Directly before the congress activities were offered for 450 Early Career Researchers. The proceedings give a comprehensive overview on the current state-of-the-art of the discussions on mathematics education and display the breadth and deepness of current research on mathematical teaching-and-learning processes. The book introduces the major activities of ICME-13, namely articles from the four plenary lecturers and two plenary panels, articles from the five ICMI awardees, reports from six national presentations, three reports from the thematic afternoon devoted to specific features of ICME-13. Furthermore, the proceedings contain descriptions of the 54 Topic Study Groups, which formed the heart of the congress and reports from 29 Discussion Groups and 31 Workshops. The additional important activities of ICME-13, namely papers from the invited lecturers, will be presented in the second volume of the proceedings.

This book is a collection of papers presented at the conference “Forum Math-for-Industry 2014” for which the unifying theme was “Applications + Practical Conceptualization + Mathematics = fruitful Innovation” in October 2014. This epigram encapsulates the dynamics of the process that takes an application through to an innovation. Industrial mathematics can be viewed as the causal engine that

implements the epigram by taking an Application such as input and convolving it with a mixture of Practical Conceptualization and Mathematics to generate a fruitful Innovation as output. The book illustrates various aspects of the two-way interaction between applications and their association highlighting how practical conceptualization assists with the linking of the question that encapsulates the current application to the relevant mathematics. The contents of this volume address productive and successful interaction between industry and mathematicians, as well as the cross-fertilization and collaboration that result when mathematics is involved with the advancement of science and technology.

This book collects the papers presented at the Conference on Number Theory, held at the Kerala School of Mathematics, Kozhikode, Kerala, India, from December 10–14, 2018. The conference aimed at bringing the active number theorists and researchers in automorphic forms and allied areas to demonstrate their current research works. This book benefits young research scholars, postdoctoral fellows, and young faculty members working in these areas of research.

Offering a uniquely modern, balanced approach, Tussy/Gustafson/Koenig's BASIC COLLEGE MATHEMATICS WITH EARLY INTEGERS, Fifth Edition, integrates the best of traditional drill and practice with the best elements of the reform movement. To many developmental math students, mathematics is like a foreign language. They have difficulty translating the words, their meanings, and how they apply to problem solving. Emphasizing the “language of mathematics,” the text's fully integrated learning process is designed to expand students' reasoning abilities and teach them how to read, write, and think mathematically. It blends instructional approaches that include vocabulary, practice, and well-defined pedagogy with an emphasis on reasoning, modeling, communication, and technology skills. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

44. Enriching Animals' Lives -- 45. Which Animals Should Be Pets? -- 46. Offering Better Protection -- 47. Speaking for Spot -- 48. So, Is Pet Keeping Ethical? -- Notes -- Bibliography -- Index

The low demonstrable effect of education research done in South Africa in particular – and Africa in general – continues to be a problem in scientific records in the educational sciences. This scholarly collected work addresses this obstacle and focuses on recommendations from scholars in different sectorial categories in the field of education. Scholars from a variety of sub-fields within the educational sciences reflect on this particular matter, revisiting the history of research and research outcomes and offering informed recommendations based on in-depth investigation and analysis of aspects of the various discourses within the relevant sub-fields. The scope of the content of this collected work centres on the issue of the lack of scientific records concerning the scientific raising of the impact of education research. The book aims at making a specific contribution to the educational sciences by stimulating scholarly discussion around how to increase the recording of the significance of educational research done in Africa, and in South Africa in particular, and to redirect the research agenda into the direction of making more impact. Impact is conceptualised to mean both scholarly impact (that is being cited and being used as foundation for theory building and for further research) and practical impact (that is improvement of practice, teaching and learning in education institutions at all levels).

The book presents the Invited Lectures given at 13th International Congress on Mathematical Education (ICME-13). ICME-13 took place from 24th- 31st July 2016 at the University of Hamburg in Hamburg (Germany). The congress was hosted by the Society of Didactics of Mathematics (Gesellschaft für Didaktik der Mathematik - GDM) and took place under the auspices of the International Commission on Mathematical Instruction (ICMI). ICME-13 – the biggest ICME so far - brought together about 3500 mathematics educators from 105 countries, additionally 250 teachers from German speaking countries met for specific activities. The scholars came together to share their work on the improvement of

mathematics education at all educational levels.. The papers present the work of prominent mathematics educators from all over the globe and give insight into the current discussion in mathematics education. The Invited Lectures cover a wide spectrum of topics, themes and issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education. This book is of particular interest to researchers, teachers and curriculum developers in mathematics education.

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