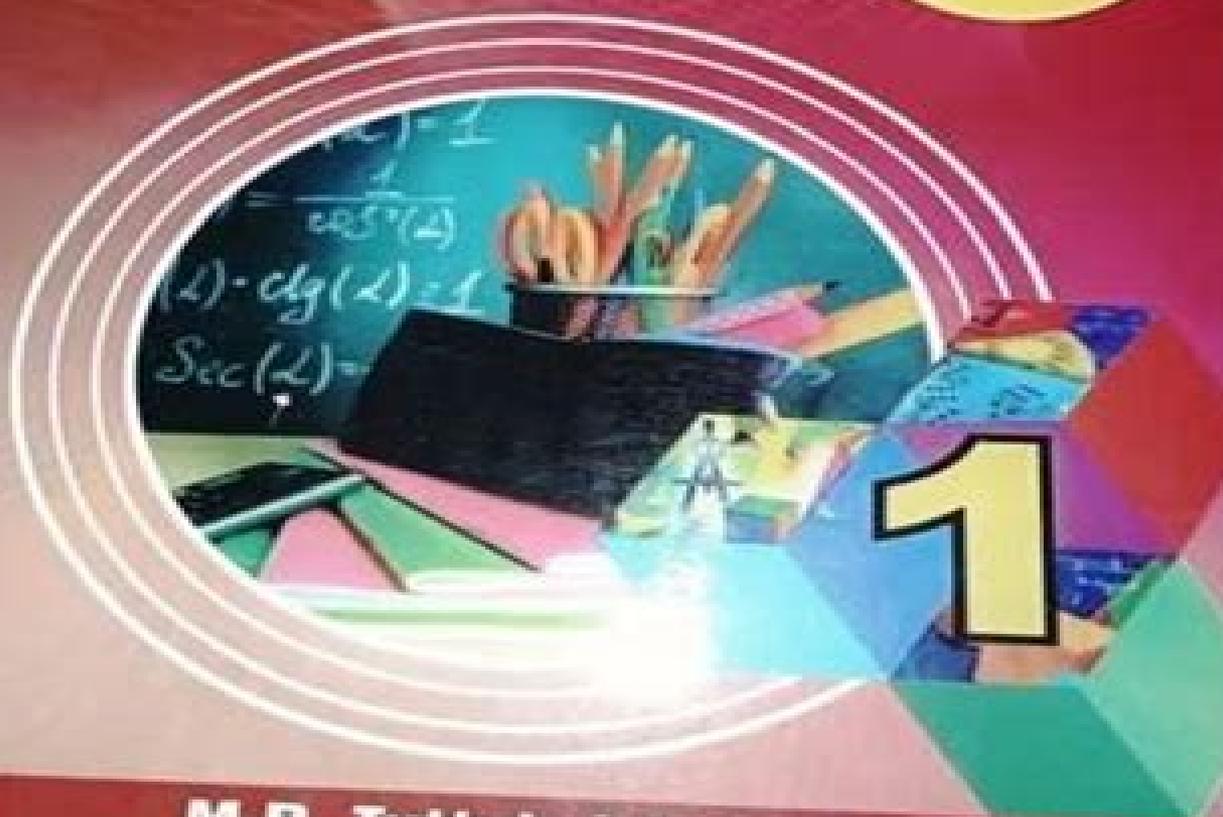


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practice Focussing its discussion within the context of mathematics education it argues that while research generated
insights can have beneficial effects on learning and teaching the question of how these effects are to be generated and
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context of learning and teaching hindered by poverty and social injustice In the first part of the book four teams of
researchers use different methodologies while analysing the same corpus of data collected in a South African mathematics

classroom In the second part each of these teams makes a specific proposal about what can be done and how so that its research generated insights have a tangible beneficial impact on what is happening in mathematical classrooms Combining two discourses that of researchers speaking to one another and that of researchers communicating their insights to those responsible for educational practice the book deals with the perennial question of communication between those who study educational processes and those who are directly responsible for teacher education educational research and classroom practices This book will be key reading for postgraduates researchers and academics in education and particularly in the areas of mathematics education education research teacher education and classroom practice It will also appeal to teacher educators practitioners and undergraduate students interested in educational research

The Australian Mathematics Teacher ,1973 **Which Degree 4** Bill Leask,1990 **Which Degree Guide** ,2001 **The Mathematical Gazette** ,1986
Mathematics Today ,2007 **Commonwealth Universities Yearbook** T. Craig,Hugh W. Springer,1979 *Physics Courses in Higher and Further Education* ,1983 **The First Fifty Years** Australian Academy of Science,2005 The history of the Australian Academy of Science 1954 2004

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