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MEAN? - Jargon explained in plain English

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This book discusses the mathematical interests of Joachim Schwermer, who throughout his career has focused on the cohomology of arithmetic groups, automorphic forms and the geometry of arithmetic manifolds. To mark his 66th birthday, the editors brought together mathematical experts to offer an overview of the current state of research in these and related areas. The result is this book, with contributions ranging from topology to arithmetic. It probes the relation between cohomology of arithmetic groups and automorphic forms and their L-functions, and spans the range from classical Bianchi groups to the theory of Shimura varieties. It is a valuable reference for both experts in the fields and for graduate students and postdocs wanting to discover where the current frontiers lie.

Catalogue gnral de la librairie franaise: 1910-1912. Table des matires Springer Science & Business Media

This ground-breaking book investigates how the learning and teaching of mathematics can be improved through integrating the history of mathematics into all aspects of mathematics education: lessons, homework, texts, lectures, projects, assessment, and curricula. It draws upon evidence from the experience of teachers as well as national curricula, textbooks, teacher education practices, and research perspectives across the world. It includes a 300-item annotated bibliography of recent work in the field in eight languages.

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History in Mathematics Education Hachette Education

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The central question addressed in *Foundations for the Future in Mathematics Education* is this: What kind of understandings and abilities should be emphasized to decrease mismatches between

the narrow band of mathematical understandings and abilities that are emphasized in mathematics classrooms and tests, and those that are needed for success beyond school in the 21st century? This is an urgent question. In fields ranging from aeronautical engineering to agriculture, and from biotechnologies to business administration, outside advisors to future-oriented university programs increasingly emphasize the fact that, beyond school, the nature of problem-solving activities has changed dramatically during the past twenty years, as powerful tools for computation, conceptualization, and communication have led to fundamental changes in the levels and types of mathematical understandings and abilities that are needed for success in such fields. For K-12 students and teachers, questions about the changing nature of mathematics (and mathematical thinking beyond school) might be rephrased to ask: If the goal is to create a mathematics curriculum that will be adequate to prepare students for informed citizenship—as well as preparing them for career opportunities in learning organizations, in knowledge economies, in an age of increasing globalization—how should traditional conceptions of the 3Rs be extended or reconceived? Overall, this book suggests that it is not enough to simply make incremental changes in the existing curriculum whose traditions developed out of the needs of industrial societies. The authors, beyond simply stating conclusions from their research, use results from it to describe promising directions for a research agenda related to this question. The volume is organized in three sections: *Part I focuses on naturalistic observations aimed at clarifying what kind of “mathematical thinking” people really do when they are engaged in “real life” problem solving or decision making situations beyond school. *Part II shifts attention toward

changes that have occurred in kinds of elementary-but-powerful mathematical concepts, topics, and tools that have evolved recently—and that could replace past notions of “basics” by providing new foundations for the future. This section also initiates discussions about what it means to “understand” the preceding ideas and abilities. *Part III extends these discussions about meaning and understanding—and emphasizes teaching experiments aimed at investigating how instructional activities can be designed to facilitate the development of the preceding ideas and abilities. *Foundations for the Future in Mathematics Education* is an essential reference for researchers, curriculum developers, assessment experts, and teacher educators across the fields of mathematics and science education.

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