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Mathematics Education Reform and Disadvantaged Preservice Teachers: A Case Study of a First Nations Student.

Educ. Forum 67, No. 3, 258-64 (2003).

The difficulties experienced by a First Nations preservice teacher in a mathematics course illustrate how math teaching reforms may be culturally inappropriate and challenging to learners' belief systems and cultural norms. Open-ended and rich investigative approaches that enable students to use their cultural experiences may be more effective. (Contains 15 references.) (ERIC)

Classification: D39

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