

ZMATH 2015c.00245

Clements, M. A. (Ken)

Commentary for Section 1: linking research and practice in school mathematics.

Bishop, Alan (ed.) et al., Diversity in mathematics education. Towards inclusive practices. Cham: Springer (ISBN 978-3-319-05977-8/hbk; 978-3-319-05978-5/ebook). Mathematics Education Library, 123-126 (2015).

From the text: What, then, do the chapters in this volume add to the extensive literature that already exists on the subject? The answer is, simply, “an enormous amount,” because of the authors’ experience as teachers, internationally recognized skills and experience as collaborative researchers, and much individual and collective wisdom. There is a wholesome unity about the section – the chapters are all concerned with describing conditions as they exist and then bringing pressure to bear on those who might be able to do something about making school mathematics more inclusive. The research summarized in this section was carried out in all states of Australia, in China, in Singapore, and in the USA.

Classification: D20 C60

Keywords: comparative research; geographical location; mathematical achievement; school mathematics; technology; diversity; theoretical bases for equity

doi:10.1007/978-3-319-05978-5_7