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The art of teaching math lies in the ability of the instructor to motivate and inspire individuals to look beyond the numbers and understand the concepts. This book is designed to

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revive this art, focusing more on the aspects of learning the ideas behind the math rather than the sheer mechanics of mathematical operation. This text addresses the art of teaching mathematics while also providing specific aids and activities in arithmetic, geometry, algebra and probability and statistics for use in the classroom. The authors pay close attention to the role, importance, methods and techniques of motivation. They present ideas that will generate attention, interest, and surprise among students, and will thus foster creative thinking. The material in the text is based on talks given by the authors at professional meetings, as well as the actual application of their ideas in undergraduate and graduate classes they taught. Additionally, many laboratory and discovery activities

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have been used by authors in teaching junior and senior high school math classes. Instructors of mathematics, school administrators, math specialists, and parents.

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This book offers fresh insight and understanding of the many ways in which children, youth and adults may find their paths to mathematics. The chapters of the volume offer and

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analyse promising new ways into mathematics. The focus is on spaces and modalities of learning, dialogue and inquiry, embodiment and aesthetic experience, information and communication technology and on the use of mathematics in public communication. The chapters present new mathematical activities and conceptions enriching the repertoire of mathematics education practices. Critical commentaries discuss the innovative potential of the new approaches to the teaching and learning of mathematics. As a consequence, the commentaries point to requirements and open issues in the field of research in mathematics education. The volume is remarkably international. Teachers and researchers from 14 countries authored 21 chapters and 7

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Designed for Grades 1-6, this manipulative-based approach to teaching mathematics emphasizes problem-solving through data organization, spacial relationships, and numerical relationships.

Mathematics and Science education have both grown in fertile directions in different geographic regions. Yet, the mainstream discourse in international handbooks does not lend voice to developments in cognition, curriculum, teacher development, assessment, policy and implementation of mathematics and science in many countries. Paradoxically, in spite of advances in information technology

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