Epistemological Historical And Didactic Aspects Of | 9ef8edf9fd87e130f0bc17b6c9b8b9

Semiotics in Mathematics Education

Theorems in School

Textbooks and Educational Media

To be Or Not to Be? Is that the Question? And Other Studies in Ontology, Epistemology and Logic

Mathematics, Education and History

The Theater of Narration
theological issues in a systematic and accessible way. Leading contemporary Reformed theologians from around the world provide here a unique summary of the range and wealth of Reformed theology today and explore its potential for the future. These thirty-one essays consider the task of Reformed theology in the modern world, give Reformed perspectives on key theological themes, and suggest fruitful present day trajectories of Reformed thought from the past.

**Literature and Historiography in the Spanish Golden Age**

**Didactics of Mathematics as a Scientific Discipline**

This volume may be of interest for all those who wish that philosophy had a scientific character. As an adherent of the Polish Lvov-Warsaw Philosophical School, the author of this collection of papers endeavours to clarify some basic notions of epistemology, ontology and psychology of cognitive acts, such as judgment, existence, being etc. In his investigations he refrain from unnecessary rejection of common-sense knowledge but at the same time searches for suitable patterns in contemporary sciences. Regarding formal logic as a fundamental tool for the precise expression and justification of thoughts, the author tries to clear logic from ontological commitments, shows how to construct logic of norms and how to use safely different definitions in research works. The book presents a new conception of antinomies and an innovatory approach to realistic epistemology. Moreover, some applications of logical methods are illustrated by examples of semantic analyses of the general notion of similarity and the biological concept of homology.

**The Ethics, Epistemology, and Politics of Richard Rorty**

This book examines the theater of narration, an Italian performance genre and aesthetic that revisits historical events, drawing on the rich relationship between personal experiences and historical accounts. Incorporating original research from the private archives of leading narrators/artists who write and perform their work, Juliet Gazzettta argues that the practice teaches audiences how ordinary people aren't simply witnesses to history but participants in its creation. The theater of narration emerged in Italy during the labor and student protests, domestic terrorism, and social progress of the 1970s. Developing Dario Fo and Franco Rame's style of political theater, influenced by Jerzy Grotowski and Bertolt Brecht, and following in the free-thinking actor-author traditions of the commedia dell'arte, narrators created a new form of popular theater that grew in prominence in the 1980s and continues to gain recognition. Gazzetta traces the history of the theater of narration, contextualizing its origins in both political and intellectual centers and centers the contributions of Teatro Settimo, a performance group overlooked in previous studies. She also examines the genre's experiments in television and media. The first full-length book in English on the subject, The Theater of Narration leverages close readings and a wealth of primary sources to examine the techniques used by narrators to remake history/a process that reveals the ways in which history itself is a theater of narration.

**Proceedings**

Statistical implicational analysis is a data analysis method created by Régis Gras almost thirty years ago which has a significant impact on a variety of areas ranging from pedagogical and psychological research to data mining. Statistical implicational analysis (SIA) provides a framework for evaluating the strength of implications; such implications are formed through common knowledge acquisition techniques in any learning process, human or artificial. This new concept has developed into a unifying methodology, and has generated a powerful convergence of thought between mathematicians, statisticians, psychologists, specialists in pedagogy and last, but not least, computer scientists specialized in data mining. This volume collects significant research contributions of several rather distinct disciplines that benefit from SIA. Contributions range from psychological and pedagogical research, bioinformatics, knowledge management, and data mining.

**Routledge International Companion to Education**

This book casts new light on the process that in the sixteenth and seventeenth centuries led to a profound transformation in the study of nature with the emergence of mechanistic philosophy, the new mixed mathematics, and the establishment of the experimental approach. It is argued that modern European science originated from Hellenistic mathematics not so much because of rediscovery of the latter but rather because its ‘applied’ components, namely mechanics, optics, harmonics, and astronomy, and their methodologies continued to be transmitted throughout the Middle Ages without serious interruption. Furthermore, it is proposed that these ‘applied’ components played a role in their entirety; thus, for example, ‘new’ mechanics derived not only from ‘old’ mechanics but also from harmonics, optics, and astronomy. Unlike other texts on the subject, the role of mathematicians is overstressed over that of philosophers of nature and the focus is particularly on epistemological aspects. In exploring Galilean and post-Galilean attention, emphasis is paid to the contributions of Galileo’s disciples and also the impact of his enemies. The book will appeal to both historians of science and scientists.

**Handbook of Sustainability Research**

Abstracts.

**MAA Notes**

This state-of-the-art Handbook brings together important mathematics education research that makes a difference in both theory and practice—research that: anticipates problems and needed knowledge before they become impediments to progress; interprets future-oriented problems into researchable issues; presents the implications of research and theory development in forms that are useful to practitioners and policymakers; and facilitates the development of research communities to focus on neglected priorities or strategic opportunities. The volume presents a genuine attempt by contributors from around the world to advance the field, rather than simply review what has been done and what exists. The Handbook was developed in response to a number of major global catalysts for change, including the impact of national and international mathematics comparative assessment studies on the social, cultural, economic, and political influences on mathematics education and research; the influence of progressively sophisticated and available technology; and the increasing globalization of mathematics education and research. From these catalysts have emerged specific priority themes and issues for mathematics education research in the 21st century. Three key themes were identified for attention in this volume: life-long democratic access to powerful mathematical ideas; advances in research methodologies; and influences of advanced technologies. Each of these themes is examined in terms of what, how, and learning contexts, with theory development as an important component of all these aspects. Dynamic and forward-looking, the Handbook reflects the changing nature of mathematics education research and its increasing global character, and in all aspects of research, the Handbook helps to bring about significant and long-lasting change.

**Classical Antiquity in Video Games**

Didactics of Mathematics as a Scientific Discipline describes the state of the art in a new branch of science. Starting from a general perspective on the didactics of mathematics, the 30 original contributions to the book, drawn from 10 different countries, go on to identify certain subdisciplines and suggest an overall structure of ‘topology’ of the field. The book is divided into eight sections: (1) Preparing Mathematics for Students; (2) Teacher Education and Research on Teaching; (3) Interactions in the Classroom; (4) Technology and Mathematics Education; (5) Psychology of Mathematical Thinking; (6) Differential Didactics; (7) History and Epistemology of Mathematics and Mathematics Education; (8) Cultural Framing of Teaching and Learning Mathematics. Didactics of Mathematics as a Scientific Discipline is required reading for all researchers into the didactics of mathematics, and contains surveys and a variety of stimulating reflections which make it extremely useful for mathematics educators and teacher trainers interested in the theory of their practice. Future and practising teachers of mathematics will find much to interest them in relation to their daily work, especially as it relates to the teaching of different age groups and ability ranges. The book is also recommended to researchers in neighbouring disciplines, such as mathematics itself, general education, educational psychology and cognitive science.

**Thinking with Cases**

This book includes 18 peer-reviewed papers from nine countries, originally presented in a shorter form at TSG 25 The Role of History in Mathematics Education, as part of ICME-13 during. It also features an introductory chapter, by its co-editors, on the structure and main points of the book and an outline of recent developments in exploring the role of history and epistemology in mathematics education. The book offers as a valuable contribution in this domain, by making reports on recent developments in this field available to the international
educational community, with a special focus on relevant research results since 2000. The 18 chapters of the book are divided into five interrelated parts that underlie the central issues of research in this domain: 1. Theoretical and conceptual frameworks for integrating history and epistemology in mathematics education; 2. Courses and didactical material: Design, implementation and evaluation; 3. Empirical investigations on implementing history and epistemology in mathematics education; 4. Original historical sources in teaching and learning of and about mathematics; 5. History and epistemology of mathematics: Interdisciplinary teaching and sociocultural aspects. This book covers all levels of education, from primary school to tertiary education, with a particular focus on teacher education. Additionally, each chapter refers to and/or is based on empirical research, in order to support, illuminate, clarify and evaluate key issues, main questions, and conjectured theses raised by the authors or in the literature on the basis of historical-epistemological or didactical-cognitive arguments.

**History of Literature in Canada**

This book features fourteen original essays that critically engage the philosophy of Richard Rorty, with an emphasis on his ethics, epistemology, and politics. Inspired by James' and Dewey's pragmatism, Rorty urged us to rethink the role of science and truth with a liberal-democratic vision of politics. In doing so, he criticized philosophy as a sheer scholastic endeavor and put it back in touch with our most pressing cultural and human needs. The essays in this volume employ the conceptual tools and argumentative techniques of analytic philosophy and pragmatism and demonstrate the relevance of Rorty's thought to the most urgent questions of our time. They touch on a number of topics, including but not limited to structural injustice, rule-following, Black feminist philosophy, legal pragmatism, moral progress, relativism, and skepticism. This book will be of interest to a wide range of scholars across disciplines who are engaging with the work of Richard Rorty.

**Integrating Video into Pre-Service and In-Service Teacher Training**

This book explores new trends and developments in mathematics education research related to proof and proving, the implications of these trends and developments for theory and practice, and directions for future research. With contributions from researchers working in twelve different countries, the book brings also an international perspective to the discussion and debate of the state of the art in this important area. The book is organized around the following four themes, which reflect the breadth of issues addressed in the book: 1. Epistemological issues related to proof and proving; 2. Classroom-based issues related to proof and proving; 3. Cognitive and curricular issues related to proof and proving; and 4. Issues related to the use of examples in proof and proving. Under each theme there are four main chapters and a concluding chapter offering a commentary on the theme overall.

**International Handbook of Mathematics Education**

Garrod, Smith and the contributors of the volume envisage the long durée d'oeuvre of an early modern genre. They interpret its poetics alongside its various epistemic agenda and make a case for the literary status of natural history.

**Territories of History**

The Routledge International Companion to Education addresses the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium. The volume contains over fifty major contributions exploring a wide range of issues, including: "philosophy of education," "the economics and resourcing of education," "testing and assessment: current issues and future prospects," "standards," "multiculturalism," "anti-racism," "computers in classrooms," "mother tongue education," "civics" and moral education. Each chapter gives a contemporary account of developments in the field, and looks to the future and the directions that new activity and inquiry are likely to take. All the chapters are written from an international perspective.

**Advances in Mathematics Education Research on Proof and Proving**

ALAN J. BISHOP Monash University, Clayton, Victoria, Australia RATIONALE Mathematics Education is becoming a well-documented field with many books, journals and international conferences focusing on a variety of aspects relating to theory, research and practice. That documentation also reflects the fact that the field has expanded enormously in the last twenty years. At the 8th International Congress on Mathematics Education (ICME) in Seville, Spain, for example, there were 26 specialist Working Groups and 26 specialist Topic Groups, as well as a host of other group activities. In 1995 the Commission Internationale pour l'Etude et l'Amelioration de l'Enseignement des Mathematiques (CIEAEM) was formed and twenty years ago another active group, the 'International Group for the Psychology of Mathematics Education' (PME), began at the third ICME at Karlsruhe in 1976. Since then several other specialist groups have been formed, and are also active through regular conferences and publications, as documented in Edward Jacobsen's Chapter 34 in this volume.

**Handbook of International Research in Mathematics Education**

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.

**Crossing the Border of the Traditional Science Curriculum**

This book rethinks the relations between reasoning and revelation and, therefore, the nature of philosophy and religion in archaic Greece.

**What Is History For?**

The advancement of a scientific discipline depends not only on the "big heroes" of a discipline, but also on the new and fascinating perspectives created through his career as a bridge builder in the field of interdisciplinary research and cooperation. The perspectives elaborated here are for the greatest part motivated by the impressing variety of Otte’s thoughts; however, the idea is not to look back, but to find out where the research agenda might lead us in the future. This volume provides new sources of knowledge based on Michael Otte's fundamental insight that understanding the problems of mathematics education is how to teach, how to learn, how to communicate, how to do, and how to represent mathematics depends on means, mainly philosophical and semantic, that have to be created first of all, and to be reflected from the perspectives of a multitude of diverse disciplines.

**Statistical Implicative Analysis**

Current interest in semantics is undoubtedly related to our increasing awareness that our manners of thinking and acting in our world are deeply indebted to a variety of signs and sign systems (language included). This book features fourteen original essays that critically engage the philosophy of Richard Rorty, with an emphasis on his ethics, epistemology, and politics. Inspired by James' and Dewey's pragmatism, Rorty urged us to rethink the role of science and truth with a liberal-democratic vision of politics. In doing so, he criticized philosophy as a sheer scholastic endeavor and put it back in touch with our most pressing cultural and human needs. The essays in this volume employ the conceptual tools and argumentative techniques of analytic philosophy and pragmatism and demonstrate the relevance of Rorty's thought to the most urgent questions of our time. They touch on a number of topics, including but not limited to structural injustice, rule-following, Black feminist philosophy, legal pragmatism, moral progress, relativism, and skepticism. This book will be of interest to a wide range of scholars across disciplines who are engaging with the work of Richard Rorty.

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**Sustainable Development Teaching**

As richly described in the various chapters of this book, we see that clinics can act as a window to the functioning of law and the legal system. Clinics allow students and faculty to see how laws and the legal system are functioning for groups of people who otherwise likely would not be a part of the common experience of professors and their students: poor people generally, migrants and refugees, women and children exploited by trafficking, people with disabilities, ethnic minorities, prisoners, and so on. Legal systems the world over tend to give less care and attention to the problems of the poor and other disempowered groups, and such people usually lack access to well-educated legal advocates to help them fight to make the legal system work for them. Through clinic cases, students and faculty see the day-to-day lives of people marginalized by the society, see how the law affects and influences their lives, and see how it serves or fails to serve them. For law professors involved in clinical education, such as the authors of this book, heightened awareness of the law’s operation for poor people adds another important perspective to the subjects of their research and work as commentators on the law. Students can also be inspired to see topics for research papers, master or PhD theses by exposure to problems in the law and legal system as it functions for their clients.
Lexicon Grammaticorum

Sarah H. Beckjord's Territory of History explores the vigorous but largely unacknowledged spirit of reflection, debate, and experimentation present in foundational Spanish American writing. In historical works by writers such as Gonzalo Fernández de Oviedo, Bartolomé de Las Casas, and Bernal Díaz del Castillo, Beckjord argues, the authors were not only informed by the spirit of inquiry present in the humanist tradition but also drew heavily from their encounters with New World peoples. More specifically, their attempts to distinguish superstition and magic from science and religion in the New World significantly influenced the aforementioned chroniclers, who increasingly directed their insights away from the description of native peoples and toward a reflection on the nature of truth, rhetoric, and fiction in writing history. Due to a convergence of often contradictory information from a variety of sources/eyewitness accounts, historiography, imaginative literature, as well as broader philosophical and theological influences/categorizing historical texts from this period poses no easy task, but Beckjord situates the information in an effective, logical manner. At the heart of Beckjord's study, though, is a fundamental philosophical problem: the slippery nature of truth; especially when dictated by stories. Territories of History engages both a body of emerging scholarship on early modern epistemology and empiricism and recent developments in narrative theory to illuminate the importance of these colonial authors' critical insights. In highlighting the parallels between the sixteenth-century debates and poststructuralist approaches to the study of history, Beckjord uncovers an important legacy of the Hispanic intellectual tradition and updates the study of colonial historiography in view of recent discussions of narrative theory.

The Path to Post-Galilean Epistemology

Nations worldwide consider education an important tool for economic and social development, and the use of innovative strategies to prepare students for the acquisition of knowledge and skills is currently considered the most effective strategy for nurturing engaged, informed learners. In the last decade especially, European countries have promoted a series of revisions to their curricula and in the ways teachers are trained to put these into practice. Updating curriculum contents, pedagogical facilities (for example, computers in schools), and teaching and learning strategies should be seen as a routine task, since social and pedagogical needs change over time. Nevertheless, educational institutions and actors (educational departments, schools, teachers, and even students) normally tend to be committed to traditional practices. As a result, many departments within educational systems, implementing educational innovation is a big challenge. The authors of the present volume have been involved with curriculum development since 2003. This work is an opportunity to present the results of more than a decade of research into experimental, innovative approaches to the teaching and learning of new contents, as well as methods for learning to teach them at the pre-university school level. The research is focused on understanding the pedagogical issues around the process of innovation, and the findings are grounded in analyses of the limits and possibilities of teachers' and students' practices in schools.

European and Chinese Cognitive Styles and their Impact on Teaching Mathematics

A scholar of Hellenistic and Prussian history, Droysen developed a historical theory that at the time was unprecedented in range and depth, and which remains to the present day a valuable key for understanding history as both an idea and a professional practice. Arthur Altius Axios interprets Droysen's theoretical project as an attempt to redefine the function of historiography within the context of a rising criticism of exemplarist theories of history, and focuses on Droysen's claim that the goal underlying historical writing and reading should be the development of the subjective capacity to think historically. In addition, Axios examines the connections and disconnections between Droysen's theory of historical thinking, his practice of historical thought, and his political activism. Ultimately, Axios not only shows how Droysen helped reinvent the relationship between historical knowledge and human agency, but also traces some of the contradictions and limitations inherent to that project.

The Science of Education in its Sociological and Historical Aspects

This book offers a comprehensive overview of research at interface between History, Philosophy and Sociology of Science (HPSS) and Science Teaching in Ibero-America. It contributes to research on contextualization of science for students, teachers and researchers, and explains how to use different episodes of history of science or different themes of philosophy of science in regular science classes through diverse pedagogical approaches. The chapters in this book discuss a wide range of topics under different methodological, epistemological and didactic approaches, reflecting the richness of research developed in Spanish and Portuguese speaking countries, Latin America, Spain and Portugal. The book contains chapters about historical events, topics of philosophy and sociology of science, nature of science, applications of HPSS in the classroom, instructional materials for students and teacher training courses and curriculum.

Teaching Science with Context

Lexicon Grammaticorum is a biographical and bibliographical reference work on the history of all the world's traditions of linguistics. Each article consists of a short definition, details of the life, work and influence of the subject and a primary and secondary bibliography. The authors include some of the most renowned linguists scholars alive today. For the second edition, twenty co-editors were commissioned to propose articles and authors for their areas of expertise. Thus this edition contains some 500 new articles by more than 400 authors from 25 countries in addition to the completely revised 1,500 articles from the first edition. Attention has been paid to making the articles more reader-friendly, in particular by resolving abbreviations in the textual sections. Key features: essential reference book for linguists worldwide 500 new articles over 400 contributors of 25 countries.

Activity and Sign

Golden Age departures in historiography and theory of history in some ways prepared the ground for modern historical methods and ideas about historical factuality. At the same time, they led to the period's own "aesthetic-historical culture" which amalgamated fact and fiction in ways modern historians would consider counterfactual: a culture where imaginative historical prose, poetry and drama self-consciously rivalled the accounts of royal chroniclers and the dispatches of diplomatic envoys; a culture dominated by a notion of truth in which skilful construction of the argument and exemplarity took precedence over factual accuracy. Literature and Historiography in the Spanish Golden Age: The Poetics of History investigates this grey area baddrop of modernism about history, delving into a variety of Golden Age aesthetic-historical works which cannot be satisfactorily described as either works of literature or works of historiography but which belong in between these later strictly separate categories.

Truth and History in the Ancient World

This book proposes a method to evaluate the work of teachers acting in a very specific educational context: graduate programs at higher education institutions. There are many publications on the field of measurement and evaluation of teaching practices, but these studies are usually conducted at the graduate level and ignore the nuances of teaching practices at the graduate level. Should professors demonstrate the same skills when they teach in undergraduate programs as they do when they teach in graduate programs? Is it appropriate to use the same assessment tools both at the undergraduate and the graduate levels? Do the teaching practices evolve the same way at the graduate and undergraduate levels? The book intends to answer these questions by introducing a methodological approach to find the relevant variables that are the foundation of professional practices at the graduate level as determined by the scientific community and through the analysis of the stakeholders' perceptions. The proposed methodological approach combines quantitative and qualitative research techniques to identify and explain, within a mixed-method framework, the most important factors that lead to teaching quality at graduate level. Therefore, How to Evaluate Teaching Practices in Graduate Programs will be a valuable resource for students, university professors and educational administrators interested in quality assurance processes in higher education institutions.

Knowledge and Inquiry

This book brings together empirical research and conceptual work on textbooks and education media from over 400 contributors of 25 countries and 137 disciplines. Along with textbook production, usage, and development, it also explores the interconnectedness of (educational) policy and teaching and learning materials. Further, the book offers insights into regional and local discourses (e.g. specific theories of Portuguese- and Spanish-speaking countries as well as Nordic countries, contrasting their theories with international literature), practices, and solutions with regard to teaching selected subjects at the pre-primary, primary, secondary, and tertiary level. This proceedings volume will appeal to publishers, subject educators in primary, secondary, and tertiary education, and academic researchers from the fields of textbooks, educational media and subject-specific education. Its international authorship and explicit focus on subject-specific particularities of educational media provide a unique and comprehensive overview.
Toward the Future of Reformed Theology

This book, addressing mathematics educators, teacher-trainers and teachers, is published as a contribution to the endeavour of renewing the teaching of proof (and theorems) on the basis of historical-epistemological, cognitive and didactical considerations.

History in Mathematics Education

The aim of this book is to support and inspire teachers to contribute to much-needed processes of sustainable development and to develop teaching practices and professional identities that allow them to cope with the specificity of sustainability issues and, in particular, with the teaching challenges related to the ethical and political dimension of environmental and sustainability education. Bringing together recent scholarship on the topic, this book translates state-of-the-art academic research into teaching models, methods and tools. Starting with an outline of the challenge of sustainability, it offers insights and models for understanding the interesting yet ambiguous concept of sustainable development and the complex process of transforming society in a more sustainable direction (Part I). It then goes on to provide a guide to preparing courses and lessons as well as tools for reflection about teaching practices and the multiplicity of approaches to addressing ethical and political challenges in sustainable development teaching (Part II). Finally, the book offers useful conceptual frameworks, models and typologies about the concrete design and implementation of sustainable development teaching (Part III). This book will be essential reading for students of education, as well as teachers in compulsory and higher education and sustainability education researchers.

Evaluating Teaching Practices in Graduate Programs

This handbook introduces concepts, ideas and methods of sustainability research based on real examples. It is divided into four sections. One part deals with theoretical aspects of sustainability and refers to theoretical approaches to sustainability research. Another section elaborates on more practical approaches to sustainability research, offering views and perspectives from various researchers, illustrating how regulations, laws and political frameworks influence sustainability. A third part treats education for sustainability and presents research and practical projects, showcasing how sustainability research may focus in formal and non-formal education. The final section draws some conclusions based on the body of experiences and knowledge gathered by the authors. This handbook will be of great use to educators, scientists, researchers, politicians, environment activists, teachers and others interested in sustainability and in the implementation of results of sustainability research.

Epistemic Communities at the Boundaries of Law