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Being an effective math educator is one part based on the quality of the tasks we give, one part how we diagnose what we see, and one part what we do with what we find. Yet with so many students and big concepts to cover, it can be hard to slow down enough to look for those moments when students' responses tell us what we need to know about next best steps. In this remarkable book, John SanGiovanni helps us value our students' misconceptions and incomplete understandings as much as their correct ones—because it's the gap in their understanding today that holds the secrets to planning tomorrow's best teaching. SanGiovanni lays out 180 high-quality tasks aligned to the standards and big ideas of Grades 3-5 mathematics, including addition and subtraction of single and multi-digit whole numbers, multiplication and division of single and multi-digit whole numbers, foundational fraction concepts, foundational decimal concepts, and operations with fractions and decimals. The tasks are all downloadable so you can use or modify them for instruction and assessment. Each big idea offers a starting task followed by: what makes it a high-quality task what you might anticipate before students work with the task 4 student examples of the completed task showcasing a distinct "gap" commentary on what precisely counts for mathematical understanding and the next instructional steps commentary on the misconception or incomplete understanding so you learn why the student veered off course three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks. It's time to break our habit of rushing into re-teaching for correctness and instead get curious about the space between right and wrong answers. Mine The Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students' reasoning—better at discerning the quality and clarity of students' understanding—and better at planning teaching based on the gaps you see.

Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the secondary school classroom. This fourth edition has been fully updated to reflect the latest changes to the curriculum and research in the field, taking into account key developments in teacher training and education, including examinations and assessment. Written specifically with the new and student teacher in mind, the book covers a wide range of issues related to the teaching of mathematics, such as: why we teach mathematics the place of mathematics in the National Curriculum planning, teaching and assessing for mathematics learning how to communicate mathematically using digital technology to advance mathematical learning working with students with special educational needs post-16 teaching the importance of professional development the affective dimension when learning mathematics, including motivation, confidence and resilience Already a major text for many university teaching courses, this revised edition features a glossary of useful terms and carefully designed tasks to prompt critical reflection and support thinking and writing up to Masters Level. Issues of professional development are also examined, as well as a range of teaching approaches and styles from whole-class strategies to personalised learning, helping you to make the most of school experience, during your training and beyond. Designed for use as a core textbook, Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all those who aspire to be effective mathematics teachers.

This open access book, inspired by the ICME 13 Thematic Afternoon on “European Didactic Traditions”, takes readers on a journey with mathematics education researchers, developers and educators in eighteen countries, who reflect on their experiences with Realistic Mathematics Education (RME), the domain-specific instruction theory for mathematics education developed in the Netherlands since the late 1960s. Authors from outside the Netherlands discuss what aspects of RME appeal to them, their criticisms of RME and their past and current RME-based projects. It is clear that a particular approach to mathematics education cannot simply be transplanted to another country. As such, in eighteen chapters the authors describe how they have adapted RME to their individual circumstances and view on mathematics education, and tell their personal stories about how RME has influenced their thinking on mathematics education.

Offering practical guidance to teachers and novice teachers the authors explore a number of ways of helping children make sense of mathematics and suggest alternatives to the excessive use of worksheets.

Being an effective math educator is one part based on the quality of the tasks we give, one part how we diagnose what we see, and one part what we do with what we find. Yet with so many students and big concepts to cover, it can be hard to slow down enough to look for those moments when students' responses tell us what we need to know about next best steps. In this remarkable book, John SanGiovanni helps us value our young learners' misconceptions and incomplete understandings as much as their correct ones—because it's the gap in their understanding today that holds the secrets to planning tomorrow's best teaching. SanGiovanni lays out 160 high-quality tasks aligned to the standards and big ideas of grades K-2 mathematics, including counting and representing numbers, number relationships and comparison, addition and subtraction within 100 and 1000, money and time, and multiplication and division. The tasks are all downloadable so you can use or modify them for instruction and assessment. Each big idea offers a starting task followed by: what makes it a high-quality taskwhat you might anticipate before students work with the task 4 student examples of the completed task showcasing a distinct “gap” commentary on what precisely counts for mathematical understanding and the next instructional steps commentary on the misconception or incomplete understanding so you learn why the student veered off course three additional tasks aligned to the mathematics topic and ideas about what students might do with these additional tasks. It's time to break our habit of rushing into re-teaching for correctness and instead get curious about the space between right and wrong answers. Mine The Gap for Mathematical Understanding is a book you will return to again and again to get better at selecting tasks that will uncover students' reasoning—better at discerning the quality and clarity of students' understanding—and better at planning teaching based on the gaps you see.

See a gap in understanding? Mine it to move your students forward. How good are you at exploiting students' mathematical mistakes? In this remarkable book, the authors remind us that student mistakes are not random, and when we take the time to “mine the gap,” we can dispel misunderstandings before they take root. Included are 180 downloadable high-quality tasks, aligned to the standards and big ideas of grades 6-8 mathematics. Each task includes sample student work, commentary on strengths and gaps, and next instructional steps. Whether you use this bank of tasks for instruction or assessment, you will love how it helps you easily identify students' thinking and then follow up with instruction that brings clear, complete understanding.

While white racism has global dimensions, it has an unshakable lease on life in South African political organizations and its educational system. Donmarae MacCann and Yulisa Maddy here provide a thorough and provocative analysis of South African children's literature during the key decade around Nelson Mandela's release from prison. Their research demonstrates that the literature of this period was derived from the same milieu – intellectual, educational, religious, political, and economic – that brought white supremacy to South Africa during colonial times. This volume is a signal contribution to the study of children's literature and its relation to racism and social conditions.

Over the past twenty to thirty years, evaluation has become increasingly important to the field of public policy. The number of people involved and specializing in evaluation has also increased markedly. Evidence of this trend can be found in the International Atlas of Evaluation, the establishment of new journals and evaluation societies, and the increase in systems of evaluation. Increasingly, the main reference point has become an assessment of the merit and value of interventions as such rather than the evaluator's disciplinary background. This growing importance of evaluation as an activity has also led to an increasing demand for the type of competencies evaluators should have. Evaluation began as a niche area within the social and behavioral sciences. It subsequently became linked to policy research and analysis, and has, more recently, become trans-disciplinary. This volume demonstrates an association between the evaluation tradition in a particular country or policy field and the nature of the relationship between social and behavioral science research and evaluative practice. This book seeks to offer comprehensive data, which lead to conclusions about patterns that transcend the gap between evaluation and the social scientific disciplines. Mind the Gap has a twofold aim. The first is to highlight and characterize the gap between evaluation practices and debates, and the substantive knowledge debates within the social and behavioral sciences. The second is to show why this gap is problematic for the practice of evaluation, while at the same time illustrating possible ways to build bridges. The book is centered on the value of producing useful evaluations grounded in social science theory and research.

We rarely speak or even write in the complete sentences that are often held to be the ideal form of linguistic communication. Language is, in fact, full of gaps, because speakers and writers operate in contexts which allow bits of language to be understood rather than expressed. This book systematically analyses this inherent gappiness of language, known as ellipsis, and provides an account of the different contexts, both linguistic and situational, which affect its use. Peter Wilson draws on a wide variety of examples of spoken and written English, and both literary and non-literary to present a comprehensive classification of elliptical language that ranges from the conversational fragment and the advertisement to the dialogue of Shakespeare and imagist poetry. Mind The Gap shows how ellipsis is a feature of major structural and stylistic importance to our understanding of spoken and written language, and will be of interest to undergraduate students of linguistics, literature, communication and the interrelations between them..

Around the world, more young people than ever before are attending university. Student numbers in South Africa have doubled since democracy and for many families, higher education is a route to a better future for their children. But alongside the overwhelming demand for higher education, questions about its purposes have intensified. Deliberations about the curriculum, culture and costing of public higher education abound from student activists, academics, parents, civil society and policy-makers. We know, from macro research, that South African graduates generally have good employment prospects. But little is known at a detailed level about how young people actually make use of their university experiences to craft their life courses. And even less is known about what happens to those who drop out. This accessible book brings together the rich life stories of 73 young people, six years after they began their university studies. It traces how going to university influences not only their employment options, but also nurtures the agency needed to chart their own way and to engage critically with the world around them. The book offers deep insights into the ways in which public higher education is both a private and public good, and it provides significant conclusions pertinent to anyone who works in – and cares about – universities.