



Symbolizing and Communicating in Mathematics Classrooms: Perspectives on Discourse, Tools, and Instructional Design

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This volume grew out of a symposium on discourse, tools, and instructional design at Vanderbilt University in 1995 that brought together a small international group to grapple with issues of communicating, symbolizing, modeling, and mathematizing, particularly as these issues relate to learning in the classroom. The participants invited to develop chapters for this book--all internationally recognized scholars in their respective fields--were selected to represent a wide range of theoretical perspectives including mathematics education, cognitive science, sociocultural theory, and discourse theory. The work is distinguished by the caliber of the contributors, the significance of the topics addressed in the current era of reform in mathematics education, and the diversity of perspectives taken to a common set of themes and issues.

The book is intended for those who are seeking to expand their understanding of the complexity of learning in order to enhance the learning experiences students have in schools, primarily researchers, instructional designers, and graduate students in mathematics education, as well as those in other fields including science education, instructional design in general, discourse theory, and semiotics.

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