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~~memo~~ *Matric revision: Maths:
How to tackle Paper 2 (1/4):
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This book disseminates

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Original research on
learning in and from
practice in pre-service
teacher education. Authors
such as Lederman and
Lederman describe the
student teaching practicum
(or work-integrated learning

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[WIL]), which is an essential component of pre-service teacher education, as the 'elephant in the room'. These authors note that 'the capstone experience in any teacher education programme is the

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Student teaching practicum...
[a]fter all, this is where
the rubber hits the road'.
However, many teacher
educators will agree that
this WIL component is
sometimes very insufficient
in assisting the student

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Teacher to develop their own footing and voice as a teacher. This is the 'gap' that this research book addresses. Most of the chapters in the book report empirical data, with the exception of two chapters

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that can be categorized as systematic reviews. WIL is addressed from various angles in the chapters. Chapter 6 focuses on research related to what makes Finnish teacher education so effective, and

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in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school (based on Finnish insights) in Johannesburg. Chapter 3 highlights the

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challenges faced in open-and distance learning teacher education contexts. Several of the chapters disseminate research findings on alternative interventions to classic WIL, namely, where “safe spaces” or

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Teacher Guides
Laboratories are created for student teachers to learn and grow professionally. These could either be simulations, such as software programmes and avatars in the intervention described in Chapter 2;

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Student excursions, as the findings in chapters 5, 7 and 10 portray; or alternative approaches to WIL (e.g. Chapters 11 and 12). The book is devoted to scholarship in the field of pre-service teacher

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education. The target audience is scholars working in the fields of pre-service teacher education, work-integrated learning, and self-directed learning. The book makes a unique contribution in terms of

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firstly its extensive use of Cultural-Historical Activity Theory as a research lens, and secondly in drawing on various theoretical frameworks. Both quantitative and qualitative research informed the

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findings of the book.

Research for Educational
Change presents ways in
which educational research
can fulfil its commitments
to educational practice.
Focussing its discussion

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Within the context of mathematics education, it argues that while research-generated insights can have beneficial effects on learning and teaching, the question of how these effects are to be generated

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and sustained is far from evident. The question of how to turn research into educational improvement is discussed here in the context of learning and teaching hindered by poverty and social injustice. In the

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First part of the book, four teams of researchers use different methodologies while analysing the same corpus of data, collected in a South African mathematics classroom. In the second part, each of these teams

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makes a specific proposal about what can be done and how so that its research-generated insights have a tangible, beneficial impact on what is happening in mathematical classrooms.
Combining two discourses –

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that of researchers speaking to one another, and that of researchers communicating their insights to those responsible for educational practice - the book deals with the perennial question of communication between

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those who study educational processes and those who are directly responsible for teacher education, educational research and classroom practices. This book will be key reading for postgraduates, researchers

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Teacher Guide in education and particularly in the areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and

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undergraduate students
interested in educational
research.

This is an up-to-the-moment,
engaging, multicultural

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Teacher Guide Introduction to education and teaching and the challenges and opportunities they present. Together, the four authors bring a rich blend of theory and practical application to this groundbreaking text.

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Teacher Guide
Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program.

Martin Lipton is an education writer and consultant and has taught in public schools for 31 years.

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Teacher Guide
Lauren Anderson and Jamy Stillman are former public school teachers, now working as teacher educators. This unique, comprehensive foundational text considers the values and politics that pervade the U.S. education

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Teacher, explains the roots of conventional thinking about schooling and teaching, asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity, and

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presents powerful examples of real teachers working for equity and justice. Taking the position that a hopeful, democratic future depends on ensuring that all students learn, the text pays particular attention to

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inequalities associated with race, social class, language, gender, and other social categories and explores teachers role in addressing them. The text provides a research-based and practical treatment of

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essential topics, and it situates those topics in relation to democratic values; issues of diversity; and cognitive, sociocultural, and constructivist perspectives on learning. The text shows

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How knowledge of education foundations and history can help teachers understand the organization of today's schools, the content of contemporary curriculum, and the methods of modern teaching. It likewise shows

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Teachers can use such knowledge when thinking about and responding to headline issues like charter schools, vouchers, standards, testing, and bilingual education, to name just a few. Central to this

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text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice. Thus, the authors address head-on tensions between principles

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of democratic schooling and competition for always-scarce high-quality opportunities. Woven through the text are the voices of a diverse group of teachers, who share their analyses and personal anecdotes

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Teacher Guide concerning what teaching to change the world means and involves. [Click Here](#) for Book Website Pedagogical Features: Digging Deeper sections referenced at the end of each chapter and featured online include

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with cognitive and
sociocultural learning
theories, culturally diverse
pedagogy, and authentic
assessment. New to this
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experiences and "on-the-job"
learning opportunities to

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further enrich teacher education. While highlighting topics such as certification design, preparation programs, and residency models, this publication explores theories of teaching and

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collaborative efforts in pre-Kindergarten through grade 12 settings. This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of

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