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This book discusses mathematics learners in transition and their practices in different contexts; the institutional and socio-cultural framing of the transition processes involved; and the communication and negotiation of mathematical meanings during transition. Providing both empirical studies and significant theoretical reflections, it will appeal to researchers and postgraduate students in mathematics education, cultural psychology, multicultural education, immigrant and indigenous

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solutions, pointing out false bypaths, discussing techniques of searching for proofs. Problems and examples challenge curiosity, judgment, and power of invention.

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The Advances in Chemical Physics series provides the chemical physics and physical chemistry fields with a forum for critical, authoritative evaluations of advances in every area of the discipline. Filled with cutting-edge research reported in a cohesive manner not found elsewhere in the literature, each volume of the Advances in Chemical Physics series serves as the perfect supplement to any advanced graduate class devoted to the study of chemical physics.

The emergence of the National Council of Teachers of Mathematics Standards in 1989 sparked a sea change in thinking about the nature and quality of mathematics instruction in U.S. schools. Much is

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known about transmission forms of mathematics teaching and the influence of this teaching on students' learning, but there is still little knowledge about the alternative forms of instruction that have evolved from the recent widespread efforts to reform mathematics education. Beyond Classical Pedagogy: Teaching Elementary School Mathematics reports on the current state of knowledge about these new instructional practices, which differ in significant ways from the traditional pedagogy that has permeated mathematics education in the past. This book provides a research-based view of the nature of facilitative teaching in its relatively mature form, along with opposing views and critique of this form of

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pedagogy. The focus is on elementary school mathematics classrooms, where the majority of the reform-based efforts have occurred, and on the micro level of teaching (classroom interaction) as a source for revealing the complexity involved in teaching, teachers' learning, and the impact of both on children's learning. The work in elementary mathematics teaching is situated in the larger context of research on teaching. Research and insights from three disciplinary perspectives are presented: the psychological perspective centers on facilitative teaching as a process of teachers' learning; the mathematical perspective focuses on the nature of the mathematical knowledge teachers need in order

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to engage in this form of teaching; the sociological perspective attends to the interactive process of meaning construction as teachers and students create intellectual communities in their classrooms. The multidisciplinary perspectives presented provide the editors with the necessary triangulation to provide confirming evidence and rich detail about the nature of facilitative teaching. Audiences for this book include scholars in mathematics education and teacher education, teacher educators, staff developers, and classroom teachers. It is also appropriate as a text for graduate courses in mathematics education, teacher education, elementary mathematics teaching methods, and

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A state-of-the-art survey of both classical and quantum lattice gas models, this two-volume work will cover the rigorous mathematical studies of such models as the Ising and Heisenberg, an area in which scientists have made enormous strides during the past twenty-five years. This first volume addresses, among many topics, the mathematical background on convexity and Choquet theory, and presents an exhaustive study of the pressure including the Onsager solution of the two-dimensional Ising model, a study of the general theory of states in classical and quantum spin systems, and a study of high and low

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This book is the second volume of review papers on advanced problems of phase transitions and critical phenomena, following the success of the first volume in 2004. Broadly, the volume aims to demonstrate that the phase transition theory, which experienced its 'golden age' during the 70s and 80s, is far from over and there is still a good deal of work to be done,

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both at the fundamental level and in respect of applications. The topics presented in this volume include: critical behavior as explained by the non-perturbative renormalization group, critical dynamics, a spacetime approach to phase transitions, self-organized criticality, and exactly solvable models of phase transitions in strongly correlated systems. As the first volume, this book is based on the review lectures that were given in Lviv (Ukraine) at the “Ising lectures” — a traditional annual workshop on phase transitions and critical phenomena which brings together scientists working in the field with university students and those who are interested in the subject.

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