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River (Natal Midlands) on the 10th of November 1984. He started his elementary education in Mooi River and matriculated at Dabulamanzi Combined School in 2001. Read More . Mshengu started his tertiary education at the University of

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KwaZulu-Natal  
(UKZN) in 2002 where  
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towards learning.

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discussion within the  
context of  
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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 and sustained is far from evident. The question of how to turn research into educational

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Improvement is  
discussed here in the  
context of learning  
and teaching

hindered by poverty  
and social injustice. In  
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book, four teams of  
researchers use  
different  
methodologies while  
analysing the same  
corpus of data,  
collected in a South

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African mathematics classroom. In the second part, each of these teams 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.

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Combining two  
discourses – 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 those who

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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 and academics in education and particularly in the

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Areas of mathematics education, education research, teacher education and classroom practice. It will also appeal to teacher educators, practitioners and undergraduate students interested in educational research.

As with most  
dynamic activities

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that are based on social and cultural contexts and rely on interactions, education is a complex and often ambiguous endeavor. Despite this complexity, scholars and educators are often required to find ways of defining and explaining what "good" teaching is

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and to incorporate these conclusions into teacher education. This book contains eight scholarly articles from various countries around the world and offers unique and up-to-date perspectives on relevant practices and pedagogies for teachers' professional

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education and  
development. In this  
international book, it  
is argued that there is  
a significant

inspiration and  
enrichment to be  
gained by  
investigating the  
policies and practices  
of teacher education  
systems from all over  
the world.

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Reflecting on the  
theoretical and  
ideological work that  
has contributed to  
the growth of  
mathematics  
education research in  
South Africa, this  
study provides a  
historical analysis of  
forces that have  
changed and shaped  
mathematics  
curricula over the

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years. The themes researched and explored include radical pedagogy, progressive classroom practices, ethnomathematics, and South African mathematics education research within both its local and international contexts.

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The idea of the ICMI Study 13 is outlined as follows: Education in any social environment is influenced in many ways by the traditions of these environments. This study brings together leading experts to research and report on mathematics education in a global

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Mathematics  
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Paper 1

context. Mathematics education faces a split phenomenon of difference and correspondence. A study attempting a comparison between mathematics education in different traditions will be helpful to understanding this phenomenon.

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This book outlines successful transformation strategies and efforts that have been developed to assist the South African higher education system in moving beyond its post-apartheid state of being. Through case studies authored by South African higher

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education scholars  
and scholars  
affiliated with South  
African institutions,  
this book aims to  
highlight the status  
of transformation in  
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system; demonstrate  
the variety of  
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initiatives used in  
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across South Africa;  
and offer  
recommendations to  
further advance this  
transformation.

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settings, this volume  
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