

CONTENTS

<i>Acknowledgements</i>		vii
<i>List of Contributors</i>		ix
Editors' Prelude:	Researching mathematics learning: the need for a new approach	1
Chapter 1:	Mathematics learners in transition Guida de Abreu, Alan Bishop and Norma Presmeg	7
Chapter 2:	Immigrant children learning mathematics in mainstream schools Núria Gorgorió, Núria Planas and Xavier Vilella	23
Chapter 3:	The transition experience of immigrant secondary school students: dilemmas and decisions Alan Bishop	53
Chapter 4:	Thinking about mathematical learning with Cabo Verde <i>Ardinas</i> Madalena Santos and João Filipe Matos	81
Chapter 5:	Exploring ways parents participate in their children's school mathematical learning: cases studies in multiethnic primary schools Guida de Abreu, Tony Cline and Tatheer Shamsi	123
Chapter 6:	Transitions between home and school mathematics: rays of hope amidst the passing clouds Marta Civil and Rosi Andrade	149
Editors' Interlude:	Theoretical orientations to transitions	171
Chapter 7:	Towards a cultural psychology perspective on transitions between contexts of mathematical practices Guida de Abreu	173
Chapter 8:	Mathematical acculturation, cultural conflicts, and transition Alan Bishop	193
Chapter 9:	Shifts in meaning during transitions Norma Presmeg	213

Editors' Postlude:	The sociocultural mediation of transition	229
<i>Author Index</i>		239
<i>Subject Index</i>		241

Transitions Between Contexts of Mathematical
Practices

Abreu, G. de; Bishop, A.; Presmeg, N.C. (Eds.)

2002, IX, 248 p., Hardcover

ISBN: 978-0-7923-7185-4