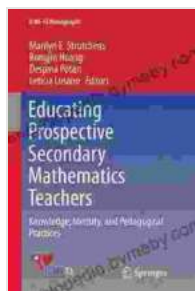


Unlocking the Nexus of Knowledge, Identity, and Pedagogical Practices with Knowledge Identity and Pedagogical Practices: ICME-13 Monographs

In the ever-evolving landscape of education, the interplay between knowledge, identity, and pedagogical practices has emerged as a critical aspect shaping student learning and development. The book, "Knowledge Identity and Pedagogical Practices: ICME-13 Monographs," delves into this intricate relationship, offering a comprehensive analysis of how these factors converge to influence educational experiences and outcomes.

This comprehensive volume presents the proceedings of the 13th International Congress on Mathematical Education (ICME-13), held in Hamburg, Germany, in 2016. ICME is a renowned global gathering of mathematics educators, and the monographs published under its auspices serve as a valuable resource for researchers, practitioners, and policymakers alike.



Educating Prospective Secondary Mathematics Teachers: Knowledge, Identity, and Pedagogical Practices (ICME-13 Monographs) by Javier Cacho Gómez

★★★★☆ 4.5 out of 5

Language : English
File size : 5523 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 338 pages



Exploring the Multifaceted Nature of Knowledge

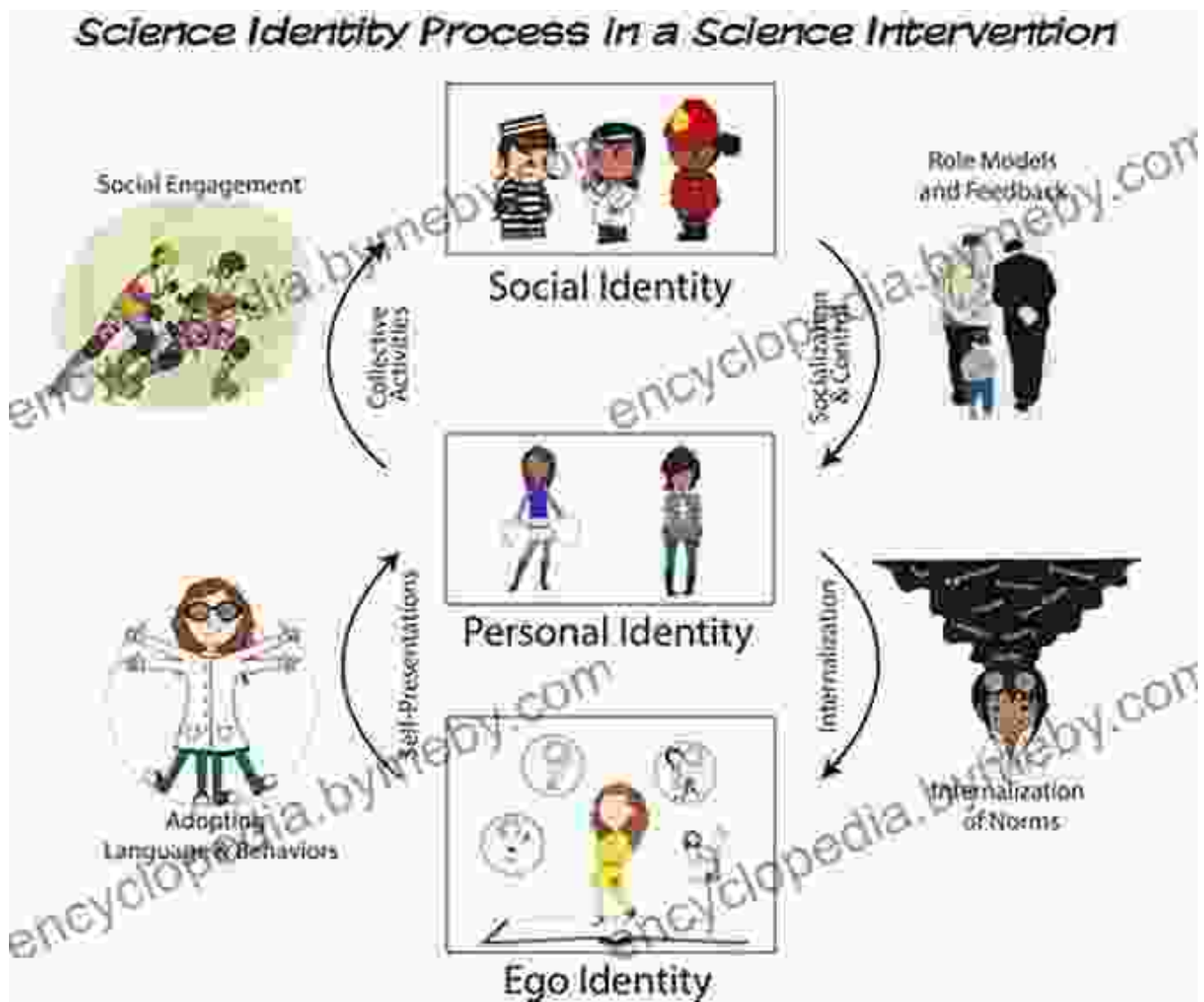
The book begins by exploring the multifaceted nature of knowledge. Knowledge, as a multifaceted construct, encompasses not only subject-specific concepts and skills but also personal experiences, cultural beliefs, and social interactions. The authors delve into the various ways in which knowledge is constructed, acquired, and disseminated within educational settings.



One of the key themes that emerges is the importance of recognizing knowledge as a constructive process. Students do not passively absorb information but actively engage in constructing their own understanding through their experiences and interactions with others.

Identity Formation in the Classroom

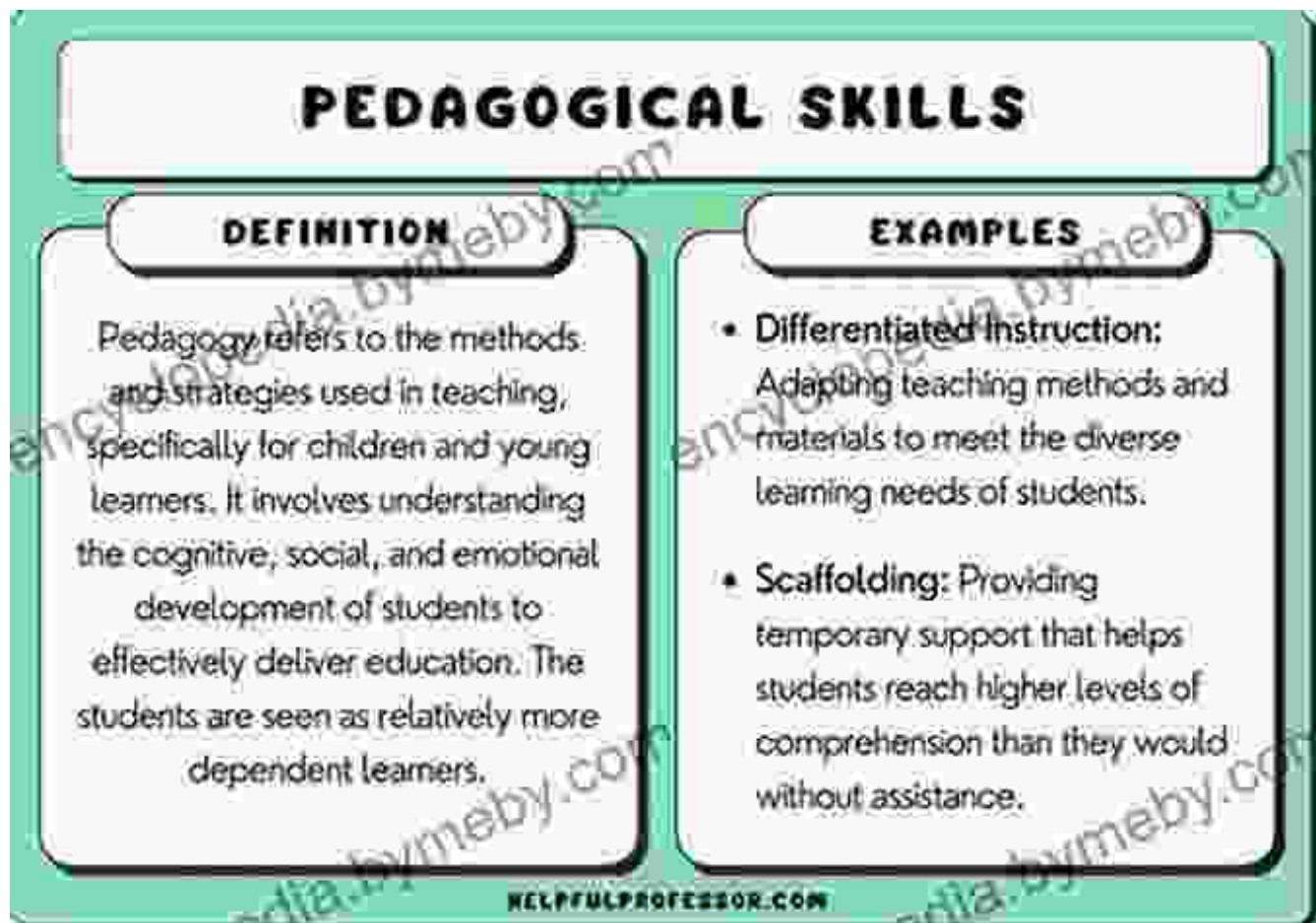
The book then shifts its focus to the role of identity formation in the classroom. Students' identities are shaped by their interactions with teachers, peers, and the broader school culture. These interactions can either foster or hinder students' sense of belonging and their ability to engage fully in the learning process.



The authors highlight the importance of creating inclusive and supportive learning environments where all students feel valued and respected. By recognizing and addressing issues of identity and equity, educators can create classrooms that promote student growth and achievement.

Pedagogical Practices that Foster Knowledge and Identity Development

The final section of the book examines the implications of knowledge and identity for pedagogical practices. The authors present a range of evidence-based strategies that educators can use to promote both knowledge acquisition and identity development in their classrooms.



These strategies include:

- Inquiry-based learning
- Problem-solving
- Collaborative learning

- Culturally responsive teaching
- Technology-enhanced learning

By integrating these strategies into their teaching, educators can create learning experiences that are both engaging and meaningful for students.

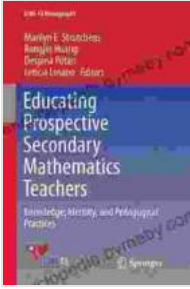
"Knowledge Identity and Pedagogical Practices: ICME-13 Monographs" is an essential resource for anyone interested in the intersection of knowledge, identity, and pedagogical practices. This comprehensive volume provides a wealth of insights and practical strategies that can help educators create inclusive and effective learning environments for all students.

Whether you are a researcher, a practitioner, or a policymaker, this book is a valuable addition to your professional library. It offers a deeper understanding of the complex relationship between knowledge, identity, and pedagogical practices and provides actionable steps for improving educational outcomes for all students.

Additional Information

- Authors: Michele Artigue, Patricio Herbst, & Celia L. Muniz
- Publisher: Springer International Publishing
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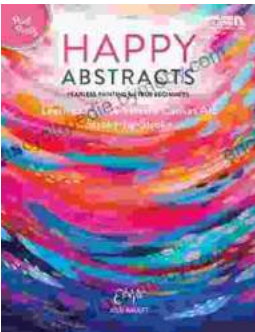
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