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The present volume of Research in Collegiate Mathematics Education, like previous volumes in this series, reflects the importance of research in mathematics education at the collegiate level. The editors in this series encourage communication between mathematicians and mathematics educators, and as pointed out by the International Commission of Mathematics Instruction (ICMI), much more work is needed in concert with these two groups. Indeed, editors of RCME are aware of this need and the articles published in this series are in line with that goal.

Nine papers constitute this volume. The first two examine problems students experience when converting a representation from one particular system of representations to another. The next three papers investigate students learning about proofs. In the next two papers, the focus is instructor knowledge for teaching calculus. The final two papers in the volume address the nature of "conception" in mathematics.

Whether they are specialists in education or mathematicians interested in finding out about the field, readers will obtain new insights about teaching and learning and will take away ideas that they can use.

This series is published in cooperation with the Mathematical Association of America.