

Strength in Numbers: Collaborative Learning in Secondary Mathematics

By Ilana Horn

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Students who work together, succeed together. Isn t that every teacher s goal?

Use group work effectively to create a learning environment in the secondary mathematics classroom. Learn how students experience learning mathematics in collaborative settings. Develop tasks, concepts, strategies, and tools that create successful group work and reach students of all abilities.

Written by a seasoned teacher, researcher and teacher educator with over two decades of teaching experience, the goal of this book is to support teachers in developing tools for effective group work in their secondary mathematics classrooms. Effective group work engages children s own thinking and allows them to work together to understand a concept. It can also address problems that often arise in typical mathematics instruction by providing a framework for teachers to create engaging learning environments. The book outlines ways to choose tasks, help students adjust to new ways of approaching schoolwork, and discusses the types of status problems that can impede the most earnest attempts at collaborative learning. This practical, useful book introduces tested tools and concepts for creating equitable collaborative learning environments that supports all students and develops confidence in their mathematical ability.

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Editorial Review

Review
This incisive, informative, well-researched, and practical book describes ways in which teachers can use collaborative learning to create secondary mathematics classrooms in which all students have an equal opportunity to learn. It deserves a wide audience--including teachers, teacher educators, administrators, and policy makers. --James A. Banks, Kerry and Linda Killinger Endowed Chair in Diversity Studies and Director of the Center for Multicultural Education

[This book] addresses two crucial problems...The first is...how to engage all classroom learners in meaningful mathematics. The second is how to structure teaching so that teachers play a major role in improving the practice. Horn has done a beautiful job of grounding the relationship between these two challenges in real stories of teaching and teacher learning. --Magdalene Lampert, Professor of Education and Coordinator of the Learning in, from, and for Teaching Practice Project, University of Michigan

Horn offers practical principles, strategies, and insights that come straight from working in public, urban high schools. Mathematics teachers committed to group work, equitable participation, and building vibrant classroom communities should start here. --Carlos Cabana, High School Mathematics Teacher and Complex Instruction Educator

About the Author
Ilana Horn is a professor of Mathamatics Education at Vanderbilt University's Peabody College. Her work focuses on making rigorous mathematics accessible to a wide range of learners. Her research has two strands. The first considers what it means to teach secondary mathematics equitably and ambitiously. The second investigates how mathematics teachers learn this form of teaching, examining the role of colleagues and contexts in teachers' sense making.

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