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Question 3 Mathys is the owner of Roseleigh farm. He makes bales of hay in order to feed his livestock (cattle, sheep and horses) during winter. [Hay is a mixture of grass, clover, barley and wheat plant materials.] The hay is allowed to dry and then picked up by machines to be processed into cylindrical bales.

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In most countries, only very limited time resources are available for statistics education within mathematics education. Thus, statistics education research needs to develop teaching-learning arrangements that are compact and applicable to classrooms. Christian B ü scher designs and investigates a compact teaching-learning arrangement which aims at mathematical and reflective knowledge about statistics. Central results include the specification of the learning content of statistical measures, an empirical reconstruction of

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students' learning processes towards statistical measures, and the identification of students' situated reflections about mathematics within their learning processes.

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The Encyclopedia of Mathematics Education is a comprehensive reference text, covering every topic in the field with entries ranging from short descriptions to much longer pieces where the topic warrants more

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elaboration. The entries provide access to theories and to research in the area and refer to the leading publications for further reading. The Encyclopedia is aimed at graduate students, researchers, curriculum developers, policy makers, and others with interests in the field of mathematics education. It is planned to be 700 pages in length in its hard copy form but the text will subsequently be up-dated and developed on-line in a way that retains the integrity of the ideas, the responsibility for which will be in the hands of the Editor-in-Chief and the Editorial Board. This second edition will include additional entries on: new ideas in the politics of mathematics education, working with minority students, mathematics and art, other cross-

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disciplinary studies, studies in emotions and mathematics, new frameworks for analysis of mathematics classrooms, and using simulations in mathematics teacher education. Existing entries will be revised and new entries written. Members of the international mathematics education research community will be invited to propose new entries. Editorial Board: Bharath Sriraman Melony Graven Yoshinori Shimizu Ruhama Even Michele Artigue Eva Jablonka Wish to Become an Author? Springer's Encyclopedia of Mathematics Education's first edition was published in 2014. The Encyclopedia is a "living" project and will continue to accept articles online as part of an eventual second edition. Articles will be peer-

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reviewed in a timely manner and, if found acceptable, will be immediately published online. Suggested articles are, of course, welcome. Feel encouraged to think about additional topics that we overlooked the first time around, and to suggest colleagues (including yourself!) who will want to write them. Interested new authors should contact the editor in chief, Stephen Lerman, at lermans@lsbu.ac.uk, for more specific instructions.

This book reports the results of a research project that investigated assessment methods aimed at supporting and improving inquiry-based approaches in European

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science, technology and mathematics (STM) education. The findings were used to influence policy makers with guidelines for ensuring that assessment enhances learning. The book provides insights about: - The concept of competence within the STM domains and its relevance for education - The conceptualisation and teaching of four key competences: scientific inquiry, mathematical problem-solving, design processes, and innovation. - Fundamental aspects of the two main purposes of assessment, formative and summative, the relations between the two purposes and ways of linking them. - The main challenges related to the uptake of formative assessment in daily teaching-learning practices in STM and specifically, the usability of

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formative on-the-fly dialogue, structured assessment dialogue, peer assessment and written teacher feedback. - The systemic support measures and tools teachers need in order to integrate formative assessment of student learning into their classroom practices and how it can conflict with summative assessment practices. - How research-based strategies for the formative use of assessment can be adapted to various European educational traditions to ensure their effective use and avoid undesirable consequences. - How relevant stakeholders can be invited to take co-ownership of research results and how a productive partnership between researchers, policy makers, and teachers can be established. - Concrete research vistas

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that are still needed in international assessment research.

- Is PISA 2012 relevant to mathematics education in Norway and Sweden?
- In what ways are the different leadership styles among principals in the Nordic countries related to teachers' attitudes and behaviours and students achievements?
- What are the associations between professional development, job satisfaction and self-efficacy?
- Can collegial work and school leader feedback improve teachers' self-efficacy in Nordic classrooms?
- What characterizes high-performing students in mathematics within the Nordic countries?
- Are international large-scale educational

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assessments elephants arriving at the gates of our national educational system? These are some of the questions that are discussed in this collection of articles. The issues are based on the results of the OECD studies PISA and TALIS. The articles aim to provide input for policy discussions and to further policy development within the Nordic countries. Therefore, the main target groups are educational ministers and policymakers at all levels. These analyses will also provide input to the joint Nordic initiatives on educational development.

This book describes the design, development, delivery and impact of the mathematics assessment for the

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OECD Programme for International Student Assessment (PISA). First, the origins of PISA 's concept of mathematical literacy are discussed, highlighting the underlying themes of mathematics as preparation for life after school and mathematical modelling of the real world, and clarifying PISA 's position within this part of the mathematics education territory. The PISA mathematics framework is introduced as a significant milestone in the development and dissemination of these ideas. The underlying mathematical competencies on which mathematical literacy so strongly depends are described, along with a scheme to use them in item creation and analysis. The development and

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implementation of the PISA survey and the consequences for the outcomes are thoroughly discussed. Different kinds of items for both paper-based and computer-based PISA surveys are exemplified by many publicly released items along with details of scoring. The novel survey of the opportunity students have had to learn the mathematics promoted through PISA is explained. The book concludes by surveying international impact. It presents viewpoints of mathematics educators on how PISA and its constituent ideas and methods have influenced teaching and learning practices, curriculum arrangements, assessment practices, and the educational debate more generally in fourteen countries.

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In the wake of the technological revolution that began in the last decades of the 20th century, labour market demand for information-processing and other high-level cognitive and interpersonal skills is growing substantially.

Mobile Learning and Mathematics provides an overview of current research on how mobile devices are supporting mathematics educators in classrooms across the globe. Through nine case studies, chapter authors investigate the use of mobile technologies over a range of grade levels and mathematical topics, while connecting chapters provide a strong foundational

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background in mobile learning theories, instructional design, and learner support. For current educators, *Mobile Learning and Mathematics* provides concrete ideas and strategies for integrating mobile learning into their mathematics instruction—for example, by sharing resources that will help implement Common Core State Standards, or by streamlining the process of selecting from the competing and often confusing technology options currently available. A cutting edge research volume, this collection also provides a springboard for educational researchers to conduct further study.

The book presents the Invited Lectures given at 13th International Congress on Mathematical Education

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(ICME-13). ICME-13 took place from 24th- 31st July 2016 at the University of Hamburg in Hamburg (Germany). The congress was hosted by the Society of Didactics of Mathematics (Gesellschaft für Didaktik der Mathematik - GDM) and took place under the auspices of the International Commission on Mathematical Instruction (ICMI). ICME-13 – the biggest ICME so far - brought together about 3500 mathematics educators from 105 countries, additionally 250 teachers from German speaking countries met for specific activities. The scholars came together to share their work on the improvement of mathematics education at all educational levels.. The papers present the work of prominent mathematics educators from all

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over the globe and give insight into the current discussion in mathematics education. The Invited Lectures cover a wide spectrum of topics, themes and issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education. This book is of particular interest to researchers, teachers and curriculum developers in mathematics education.

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