

CODE OF SUBJECT LESSON : PMA201

SUBJECT LESSON : STUDY OF INTERNATIONAL MATHEMATICS
EDUCATION

DESCRIPTION :

The subject related to the willingness, attitude, knowledge, skill and experience of the reviewing and developing mathematics education in the international perspectives

Lecture : Dr. Marsigit MA

Standard Competence	Outcome
1. To identify, characterize and review the kinds of the fundamental ground of mathematics education	<ol style="list-style-type: none">1. To identify and characterize the fundamental ground of industrial trainer oriented mathematics education2. To identify and characterize the fundamental ground of technological pragmatist oriented mathematics education3. To identify and characterize the fundamental ground of old humanism oriented mathematics education4. To identify and characterize the fundamental ground of progressive educator oriented mathematics education5. To identify and characterize the fundamental ground of public educator oriented mathematics education
2. To identify, characterize and review the kinds of theories of mathematics education	<ol style="list-style-type: none">1. To identify and characterize the theories of industrial trainer oriented mathematics education2. To identify and characterize the theories of technological pragmatist oriented mathematics education3. To identify and characterize the theories of old humanism oriented mathematics education4. To identify and characterize the theories of progressive educator oriented mathematics education5. To identify and characterize the theories of public educator oriented mathematics education
6. To compare and	<ol style="list-style-type: none">1. To identify and characterize the implementation

<p>categorize the threads of grounds, theories and implementation aspect of international level of mathematics education</p>	<p>aspect of industrial trainer oriented mathematics education</p> <ol style="list-style-type: none"> 2. To identify and characterize the implementation aspect of technological pragmatist oriented mathematics education 3. To identify and characterize the implementation aspect of old humanism oriented mathematics education 4. To identify and characterize the implementation aspect of progressive educator oriented mathematics education 5. To identify and characterize the implementation aspect of public educator oriented mathematics education
<ol style="list-style-type: none"> 7. To develop the relevant research to support the development of international level of mathematics educational practices. 	<ol style="list-style-type: none"> 1. To develop the relevant educational research to support the development of progressive educator oriented mathematics education. 2. To develop the relevant educational research to support the development of public educator oriented mathematics education
<ol style="list-style-type: none"> 8. To produce and implement the international level of mathematics educational practices. 	<ol style="list-style-type: none"> 1. To produce teaching materials to support the implementation of progressive educator oriented mathematics education. 2. To produce teaching materials to support the implementation of public educator oriented mathematics education

Variables Definition:

The study of International Mathematics Education consists of the following aspects of variable:

1. The aspects of industrial trainer oriented mathematics education
2. The aspects of technological pragmatist oriented mathematics education
3. The aspects of old humanism oriented mathematics education
4. The aspects of progressive educator oriented mathematics education
5. The aspects of public educator oriented mathematics education

Assignment for the students covers:

1. Identifying and characterizing the aspects of industrial trainer oriented mathematics education

2. Identifying and characterizing the aspects of technological pragmatist oriented mathematics education
3. Identifying and characterizing the aspects of old humanism oriented mathematics education
4. Identifying and characterizing the aspects of progressive educator oriented mathematics education
5. Identifying and characterizing the aspects of public educator oriented mathematics education
6. Developing the relevant research to support the implementation of progressive educator and public educator oriented mathematics education
7. Developing the teaching material to support the implementation of progressive educator and public educator oriented mathematics education.

Evaluation:

- Oral Test
- Presentation
- Developing Scientific Papers
- Mid Semester Evaluation
- Final Evaluation

Reference:

1. Bishop, A. J. (1988). *Mathematical enculturation: A cultural perspective on mathematics education*. Dordrecht, The Netherlands: Kluwer Academic Publishers.
2. Civil, M. (1995, July). *Connecting home and school: Funds of knowledge for mathematics teaching*. Paper presented in the working group on Cultural Aspects in the Learning of Mathematics, 19th International Conference for the Psychology of Mathematics Education, Recife, Brazil.
3. Cobb, P., Gravemeijer, K., Yackel, E., McClain, K., & Whitenack, J. (1997). Mathematizing and symbolizing: The emergence of chains of signification in one first-grade classroom. In D. Kirshner & J. A. Whitson (Eds.), *Situated cognition: Social, semiotic, and psychological perspectives* (pp. 151–233). Mahwah, NJ: Lawrence Erlbaum.
4. Ernest, P, 1975, *The Philosophy of Mathematics Education*, : Amsterdam: Kluwer