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This book presents a number of ways in which educational research can fulfil its commitments to educational practice, by assisting mathematics teachers and their students in improving the results of their efforts. Based on a case study in which a single corpus of data was collected in a South African Maths lesson, the editors bring together chapters examining the different methodologies used to analyse and interpret the data. Combining two discourses – that of researchers speaking to one another, and that of researchers communicating their insights to those responsible for educational practice – the book seeks to improve teacher education, educational research, and classroom practices.

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