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This book reports the accounts of researchers investigating the eighth grade mathematics classrooms of teachers in Australia, China, the Czech Republic, Germany, Israel, Japan, Korea, The Philippines, Singapore, South Africa, Sweden and the USA.

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The resulting chapters offer deeply situated insights into the practices of mathematics classrooms in twelve countries: an insider's perspective. The Project The Learner's Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants.

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