



## **Teachers Engaged in Research: Inquiry in Mathematics Classrooms, Grades 3-5 (Hc)**

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# Teachers Engaged in Research: Inquiry in Mathematics Classrooms, Grades 3-5 (Hc)

## Teachers Engaged in Research: Inquiry in Mathematics Classrooms, Grades 3-5 (Hc)

The goal of this series is to use teachers' accounts of classroom inquiry to make public and explicit the processes of doing research in classrooms. Teaching is a complex, multi-faceted task, and this complexity often is not captured in research articles. Our goal is to illuminate this complexity. Research that is done in classrooms by and with teachers is necessarily messy, and our stance is that the ways in which this is so should be articulated, not hidden. Through the chapters in this volume we learn about the questions that capture the attention of teachers, the methodologies they use to gather data, and the ways in which they make sense of what they find. Some of the research findings could be considered preliminary, others confirmatory, and some may be groundbreaking. In all cases, they provide fodder for further thinking and discussion about critical aspects of mathematics education.

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