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166 CHAPTER ELEVEN one-on-one-level and team-level communication is that, with the latter, all team members are involved in the process at once. A

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team meeting called to solve a problem or to set goals would be an opportunity for team-level communication.

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the work of mathematics education researchers, mathematicians, mathematics professional developers, and mathematics education policymakers. Much of the existing and prior work in this area has been directed toward mathematical knowledge for teaching at the elementary level. The work described in this volume

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takes a sometimes-neglected approach, focusing on the dynamic nature of mathematical understanding rather than on a stable description of mathematical knowledge, and on mathematics for secondary teaching rather than mathematics for teaching at the elementary level. The work reported in

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educators who were experienced mathematics teachers developed descriptions of the mathematics that teachers could use—each of those descriptions (consisting of the event and the mathematics related to the event) is what we call a Situation. We developed our Framework for Mathematical

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to enhance their own understandings of secondary mathematics. School leaders and professional developers in secondary mathematics will find our MUST Framework and Situations useful as they work with teachers in enhancing and deepening their understanding of secondary mathematics. Mathematics

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teacher educators and mathematicians who teach mathematics to prospective and in-service secondary teachers will be able to couch their mathematical discussions in the Situations—examples that arise from secondary mathematics classrooms. They will be able to use this volume as they design courses and programs that enhance



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mathematics from the perspectives  
identified in the MUST framework.

Policymakers and researchers can use our  
MUST framework as they consider the  
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teachers.

Outdoor Leadership, Second Edition, is

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the definitive text for developing student leadership in outdoor and adventure settings throughout the world. Crafted by an author team internationally recognized for their research, teaching, and experience in outdoor and adventure leadership, this new edition provides students with the foundational knowledge they need to

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develop as competent professionals in the field. Grounded in Eight Core Competencies Through Outdoor Leadership, Second Edition, students are introduced to eight core competencies that the authors consider essential to outdoor leadership: 1. Foundational knowledge 2. Self-awareness and professional conduct

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3. Decision making and judgment 4.  
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ability This unique approach to outdoor  
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careers in education and recreation. The students move step by step through the materials and assignments, gaining and demonstrating leadership competencies, which they will document through a portfolio of their course experiences. The development of these portfolios is a highly practical and valuable takeaway for

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students looking to get a leg up as they ready themselves for their careers. New to the Text This latest edition of Outdoor Leadership offers new features, material, and resources, including:

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cultural and social justice competencies as an outdoor leader • A redistribution of the content on values and ethics (formerly a single chapter) across multiple chapters • An increased emphasis on international perspectives • A stronger focus on outdoor leadership in the area of ecotourism • Revisions to address critical issues in the

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evolving field of outdoor and adventure leadership • New ancillaries, including an instructor guide (which includes learning and portfolio activities for each chapter, as well as other new learning experiences), a test package, and a presentation package  
Emphasizing Both Theory and Practice  
While primarily directed at novice outdoor



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Leaders, is useful for more experienced outdoor leaders as well, including administrative and supervisory personnel in outdoor leadership organizations. The authors have created a balance between theory and practice as they explore the eight core competencies by doing the following:

- Introducing students to a

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wide variety of theories and concepts integral to outdoor leadership • Using chapter-opening vignettes to illustrate the theories and concepts addressed in the chapter • Acquainting readers with numerous organizations and agencies in which outdoor leaders work • Offering a series of learning activities and

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Professional development exercises to transform the theoretical into the practical  
Preparing Students for Successful Careers  
The result is a highly useful resource that grounds students in the theories, concepts, and competencies that they need in order to be successful leaders in outdoor and adventure settings. This competency-based

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approach will help aspiring outdoor leaders plan safe, enjoyable, and ecologically responsible expeditions; acquire and showcase their leadership abilities, culminating in a professional portfolio; and develop the knowledge and expertise they need to be effective leaders.

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intelligence test question, one that ordinarily might help assess a person's mathematical aptitude: "If you count a dog's tail as one of its legs, how many legs does a dog have?" "Five," of course, is the correct answer for a math test. Intelligent people say "five" because it is valid in mathematical systems and contemporary

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Chapter 7 thinking and is highly regarded and rewarded by our society. However, we don't solely live our lives or think in mathematical systems. Our natural sense of reason can consider what we know from our actual contact with a real, normal dog, too. That's when our multitude of other natural senses come into play: senses

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of touch, motion, color, texture, language, sound, smell, consciousness, community, trust, contrast, and love. They each provide further information and help our sense of reason make more sense and a more informed decision. They enable our thinking to register that a tail is different than a leg, that a dog has four legs, not

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five, no matter what might be correct in mathematical logic. It is a grave mistake for anyone not to take seriously the difference between 4-leg and 5-leg ways of knowing and our learned prejudice for the latter. As this book shows, when they are not in balance the schism between their two different ways of registering the

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World is significant.. Four-leg knowing is a magnificent psychological and physiological phenomenon with deep natural system roots into the eons, the heart of Earth and our psyche. It brings our widely diverse multiplicity of natural sensory experiences into our awareness. Five-leg knowing produces important

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awareness through abstract imagination, labels and stories. However, when it does not also seek and contain 4-leg knowledge it results not only in our desensitization but in the separation of our thinking from the regenerative powers of Earth's natural systems within and around us. This profound loss produces the many



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destructive side effects of our artificial world that we can not readily solve. Four-leg versus 5-leg discord creates an entrenched conflict in our psyche between how we think and how nature works. This is a point source of the stress and contamination our society produces in the integrity of people and the environment. It

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generates our many disorders and troubles that are seldom found in nature. It is important to recognize is that by financially and socially rewarding us for getting "good grades" or for "making the grade" by using nature-isolated 5-leg thinking, our socialization habitually bonds, conditions, programs or ad

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Chapter 7 applications. This book is composed of content from management and engineering students, professionals and researchers in the education fields.

Student-scientist-teacher interactions

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provide students with several advantages. They provide opportunities to interact with experts and professionals in the field, give students a chance at meeting a role model that may impact students' career choices, and increase awareness of available career options combined with an understanding of how their skills and interests affect their

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career decisions. Additionally, it enhances attitudes and interest toward STEM professions for students and grants opportunities to connect with scientists as human beings and see them as "real people," replacing stereotypical perceptions of scientists. Moreover, there are many advantages for the teacher or

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informal educator when these partnerships are established. For these reasons and more, numerous studies are often conducted involving the partnerships of students, scientists, and teachers.

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Through Student, Scientist, and Teacher  
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