

## Conclusion

By comparing with three types proposed by Sherin and Drake (2009), this case study summarizes four types of textbook adaptation, where “addition” is used as a substitute for the idea of “to create”, and reorganization is a new type suggested in this study. This study only presents the way the teacher adapts the mathematics textbook in her lesson; the discussion does not include the relation among the adaptation types, the teacher’s professionalism, and the quality of the textbook.

Three representations of the textbook which affect teacher’s adaptation in this study correspond to curriculum resource mentioned by Brown (2009). However, the four aspects suggested in the teacher’s personal knowledge and habit are different from the three teacher resources proposed by Brown. Goals and beliefs (Brown, 2009) are renamed to personal habit and perspective. In addition, knowledge of students’ mathematical learning is singled out from mathematics pedagogical content knowledge, not only because it is one of the most recognizable types of knowledge, but because students’ learning difficulty requires the teacher’s concern and triggers the replacement in perspective drawing activity. The aspects proposed in context are also different from those summarized by Lloyd et al. (2009). Last but not the least, this study makes suggestions on the design of the textbook, teacher training and important aspects of further study.

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