

Mathematics A Complete Course Toolsie

Mathematics : Volume 1 Mathematics International Perspectives on the Teaching and Learning of Geometry in Secondary Schools
Mathematics : Volume 2 Mathematics International Handbook of Metacognition and Learning Technologies
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written not only for use by students studying the cxc examination in mathematics but also by g c e g c s e students repeaters and adults who can use it to teach themselves the course

this book presents current perspectives on theoretical and empirical issues related to the teaching and learning of geometry at secondary schools it contains chapters contributing to three main areas a first set of chapters examines mathematical epistemological and curricular perspectives a second set of chapters presents studies on geometry instruction and teacher knowledge and a third set of chapters offers studies on geometry thinking and learning specific research topics addressed also include teaching practice learning trajectories learning difficulties technological resources instructional design assessments textbook analyses and teacher education in geometry geometry remains an essential and critical topic in school mathematics as they learn geometry students develop essential mathematical thinking and visualization skills and learn a language that helps them relate to and interact with the physical world geometry has traditionally been included as a subject of study in secondary mathematics curricula but it has also featured as a resource in out of school problem solving and has been connected to various human activities such as sports games and artwork furthermore geometry often plays a role in teacher preparation undergraduate mathematics and at the workplace new technologies including dynamic geometry software computer assisted design software and geometric positioning systems have provided more resources for teachers to design environments and tasks in which students can learn and use geometry in this context research on the teaching and learning of geometry will continue to be a key element on the research agendas of mathematics educators as researchers continue to look for ways to enhance student learning and to understand student thinking and teachers decision making

education in today s technologically advanced environments makes complex cognitive demands on students pre learning during and post learning not surprisingly these analytical learning processes metacognitive processes have become an important focus of study as new learning technologies are assessed for effectiveness in this area rich in theoretical models and empirical data the international handbook of metacognition and learning technologies synthesizes current research on this critical topic this interdisciplinary reference delves deeply into component processes of self regulated learning srl examining theories and models of

metacognition empirical issues in the study of srl and the expanding role of educational technologies in helping students learn innovations in multimedia hypermedia microworlds and other platforms are detailed across the domains so that readers in diverse fields can evaluate the theories data collection methods and conclusions and for the frontline instructor contributors offer proven strategies for using technologies to benefit students at all levels for each technology covered the handbook explains how the technology fosters students metacognitive or self regulated learning identifies features designed to study or support metacognitive srl behaviors reviews how its specific theory or model addresses learners metacognitive srl processes provides detailed findings on its effectiveness toward learning discusses its implications for the design of metacognitive tools examines any theoretical instructional or other challenges these leading edge perspectives make the international handbook of metacognition and learning technologies a resource of great interest to professionals and researchers in science and math education classroom teachers human resource researchers and industrial and other instructors

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to cope with the pandemic many educational institutions in the united states have resorted to emergency remote teaching ert distance online learning is a complex process in terms of the design analysis and time taken to develop and implement courses and programs having been around for decades it has evolved and morphed into a multidimensional procedure that needs meticulous planning evolution and evaluation it provides meaningful learning experiences to students who may not otherwise have the option to attend college students of distance online courses and programs usually choose to join voluntarily and designers of such programs purposefully plan for them to be online from the start in contrast ert is an emergency crisis based need to move teaching and learning to alternative environments until the crisis is averted or ended preparing faculty for technology dependency in the post covid 19 era is a comprehensive guide that focuses on preparing pre service teachers in service teachers and higher education faculty to harness technology dependence in an emergency remote teaching era by discussing current and post pandemic preparedness covering a wide range of topics such as digital reality teacher preparedness and technology dependency this book is

crucial for educators administrators pre service teachers researchers academicians and students

a textbook that covers all the major topics of the cxc csec additional mathematics syllabus

this volume highlights key moments and movements in this competence turn in education for sustainable development esd and explores the different ways in which competences have been conceptualized and implemented by marshaling a dialogue between chapters and sections the book provides a coherent whole that will become a key source on esd competences the contributors develop a conceptual map against which to chart existing and future esd competence frameworks offer new critical case studies that explore the implementation of educator competences in esd at different structural levels in different european contexts explore the link between pedagogy and educator competence through hitherto unpublished case studies based on current practices across europe and consider the impact of the covid 19 pandemic on esd and educator competence the book comprises 23 chapters divided into four sections with an introduction and concluding chapter section one introduces concepts and models related to esd competences while the following two sections focus on implementation and pedagogy in light of the foregoing material the shorter section four is both reflective and forward looking the primary audience for this book will be academics and students working in the fields of education sustainability science and related disciplines

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