

# Mobile Learning And Mathematics

Learning Mathematics Learning Mathematics Learning Mathematics 3rd Edition Helping Children Learn Mathematics Learning and Teaching Mathematics Strengths-Based Teaching and Learning in Mathematics Critical Mathematics Education Mathematics Learning in Early Childhood Fundamental Constructs in Mathematics Education Learning Mathematics Learning How to Teach Mathematical Modeling in School and Teacher Education Teaching Mathematics to Able Children The Learning of Mathematics Living and Learning Mathematics Developing Research in Mathematics Education Mathematics Education Mathematics Education as a Research Domain: A Search for Identity Learning and Teaching Mathematics 0-8 Learning Mathematics Through Inquiry Creative Teaching: Mathematics in the Primary Classroom Anthony Orton Prof Leone Burton National Research Council Terezinha Nunes Beth McCord Kobett Paul Ernest National Research Council Sue Johnston-Wilder Robert Benjamin Davis Rita Borromeo Ferri Valsa Koshy Howard Franklin Fehr David Jackman Whitin Tommy Dreyfus Barbara Allen Anna Sierpinska Helen Taylor Raffaella Borasi Mary Briggs

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why do some students achieve more than others do we have to wait until pupils are ready can children discover math for themselves does language interfere with the learning of math this classic text written from the viewpoint of the math teacher provides answers to these and many more questions each chapter explores a particular issue that illustrates the interaction between theory and practice new chapters have been included on cognition pattern and ict

learning mathematics brings together a collection of interrelated and forward looking chapters by internationally recognized experts that explores changes in the theories and practices of learning and teaching mathematics the authors reject a traditional transmission view of the teaching of mathematics which has proved so ineffective for learning in its place they offer information gathered from research and from practice about effects on the learners seeking to create and negotiate meaning learners are presented as

actively attempting to make sense of the mathematics they encounter and learners teachers and researchers are offered examples of how such sense making activities incorporated into mathematics classrooms impact on coming to know the book celebrates both diversity in the range of different perspectives contributions and topics and unity in the linking chapters and themes it will be fascinating reading for those mathematics educators who are eager to engage with a socio cultural perspective in order to better understand the complexity of learning mathematics

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results from national and international assessments indicate that school children in the united states are not learning mathematics well enough many students cannot correctly apply computational algorithms to solve problems their understanding and use of decimals and fractions are especially weak indeed helping all children succeed in mathematics is an imperative national goal however for our youth to succeed we need to change how we re teaching this discipline helping children learn mathematics provides comprehensive and reliable information that will guide efforts to improve school mathematics from pre kindergarten through eighth grade the authors explain the five strands of mathematical proficiency and discuss the major changes that need to be made in mathematics instruction instructional materials assessments teacher education and the broader educational system and answers some of the frequently asked questions when it comes to mathematics instruction the book concludes by providing recommended actions for parents and caregivers teachers administrators and policy makers stressing the importance that everyone work together to ensure a mathematically literate society

a collection of papers on the theory that mathematics is a form of intelligent problem solving which plays an important part in children s lives outside the classroom as well as in it

this book is a game changer strengths based teaching and learning in mathematics 5 teaching turnarounds for grades k 6 goes beyond simply providing information by sharing a pathway for changing practice focusing on our students strengths should be routine and can be lost in the day to day teaching demands a teacher using these approaches can change the trajectory of students lives forever all teachers need this resource connie s schrock emporia state university national council of supervisors of mathematics president 2017 2019 new covid resources added a parent s toolkit to strengths based learning in math is now available on the book s companion website to support families engaged in math learning at home this toolkit provides a variety of home based activities and games for families to engage in together your game plan for unlocking mathematics by focusing on students strengths we often evaluate student thinking and their work from a deficit point of view particularly in mathematics where many teachers have been taught that their role is to diagnose and eradicate students misconceptions but what if instead of focusing on what students don t know or haven t mastered we identify their mathematical strengths and build next instructional steps on students points of power beth mccord kobett and karen s karp answer this question

and others by highlighting five key teaching turnarounds for improving students mathematics learning identify teaching strengths discover and leverage students strengths design instruction from a strengths based perspective help students identify their points of power and promote strengths in the school community and at home each chapter provides opportunities to stop and consider current practice reflect and transfer practice while also sharing downloadable resources activities and tools examples of student work within grades k 6 real teachers notes and reflections for discussion it s time to turn around our approach to mathematics instruction end deficit thinking and nurture each student s mathematical strengths by emphasizing what makes them each unique and powerful

this book argues that mathematics is shaped by history society and politics challenging its perceived neutrality it emphasizes the social and political aspects of teaching math and advocates for critical thinking and social engagement to promote democracy and justice

early childhood mathematics is vitally important for young children s present and future educational success research demonstrates that virtually all young children have the capability to learn and become competent in mathematics furthermore young children enjoy their early informal experiences with mathematics unfortunately many children s potential in mathematics is not fully realized especially those children who are economically disadvantaged this is due in part to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities improvements in early childhood mathematics education can provide young children with the foundation for school success relying on a comprehensive review of the research mathematics learning in early childhood lays out the critical areas that should be the focus of young children s early mathematics education explores the extent to which they are currently being incorporated in early childhood settings and identifies the changes needed to improve the quality of mathematics experiences for young children this book serves as a call to action to improve the state of early childhood mathematics it will be especially useful for policy makers and practitioners those who work directly with children and their families in shaping the policies that affect the education of young children

fundamental constructs in mathematics education is a unique sourcebook which has been crafted from a collection of classic tasks extracts and texts that have been quoted repeatedly in mathematics education literature linked together by the editors narrative the book provides a fascinating examination of key constructs in mathematics education the book is divided into two parts the first part examines thinking about the learner and includes the following constructs constructivisms activity theory and didactics beginning with a chapter dedicated to the classic tasks used by researchers to probe learners understanding readers are encouraged to try these theories themselves with learners and be knowledgeable when they encounter them in other writing the second part focuses on thinking and teaching and includes issues of getting started keeping going and bringing to a conclusion bringing together writing from balacheff brousseau bruner cobb comfrey freudenthal greeno marton piaget schon vygotsky and many others this unique examination of constructs in mathematics education will be a valuable resource for anyone reading literature related to learning mathematics be they a teacher adviser or a student on a masters or phd course

this book based upon a seven year study at the university of illinois aims to evaluate the merits of teaching methods from classical techniques of memorisation to creative methodologies that build upon context and focus on understanding

this timely resource fills a gap in existing literature on mathematical modeling by presenting both theory and evidence based ideas for its teaching and learning the book outlines four key professional competencies that must be developed in order to effectively and appropriately teach mathematical modeling and in so doing it seeks to reduce the discrepancies between educational policy and educational research versus everyday teaching practice among the key competencies covered are theoretical competency for practical work task competency for instructional flexibility instructional competency for effective and quality lessons diagnostic competency for assessment and grading learning how to teach mathematical modeling in school and teacher education is relevant to practicing and future mathematics teachers at all levels as well as teacher educators mathematics education researchers and undergraduate and graduate mathematics students interested in research based methods for teaching mathematical modeling

first published in 2001 routledge is an imprint of taylor francis an informa company

describes the concept of mathematical literacy and suggests projects and activities designed to develop children s interest in mathematics

developing research in mathematics education is the first book in the series new perspectives on research in mathematics education to be produced in association with the prestigious european society for research in mathematics education this inaugural volume sets out broad advances in research in mathematics education which have accumulated over the last 20 years through the sustained exchange of ideas and collaboration between researchers in the field an impressive range of contributors provide specifically european and complementary global perspectives on major areas of research in the field on topics that include the content domains of arithmetic geometry algebra statistics and probability the mathematical processes of proving and modeling teaching and learning at specific age levels from early years to university teacher education teaching and classroom practices special aspects of teaching and learning mathematics such as creativity affect diversity technology and history theoretical perspectives and comparative approaches in mathematics education research this book is a fascinating compendium of state of the art knowledge for all mathematics education researchers graduate students teacher educators and curriculum developers worldwide

mathematics education identifies some of the most significant issues in mathematics education today pulling together relevant articles from authors well known in their fields of study the book addresses topical issues such as gender equity attitude teacher belief and knowledge community of practice autonomy and agency assessment technology the subject is dealt with in three parts culture of the mathematics classroom communication in mathematics classrooms and pupils and teachers perceptions students on postgraduate courses in mathematics education will find this book a valuable resource students on bed and pgce courses will also find this a useful source of reference as will

teachers of mathematics mentors and advisers

no one disputes how important it is in today's world to prepare students to understand mathematics as well as to use and communicate mathematics in their future lives that task is very difficult however refocusing curricula on fundamental concepts producing new teaching materials and designing teaching units based on mathematicians common sense or on logic have not resulted in a better understanding of mathematics by more students the failure of such efforts has raised questions suggesting that what was missing at the outset of these proposals designs and productions was a more profound knowledge of the phenomena of learning and teaching mathematics in socially established and culturally politically and economically justified institutions namely schools such knowledge cannot be built by mere juxtaposition of theories in disciplines such as psychology sociology and mathematics psychological theories focus on the individual learner theories of sociology of education look at the general laws of curriculum development the specifics of pedagogic discourse as opposed to scientific discourse in general the different possible pedagogic relations between the teacher and the taught and other general problems in the interface between education and society mathematics aside from its theoretical contents can be looked at from historical and epistemological points of view clarifying the genetic development of its concepts methods and theories this view can shed some light on the meaning of mathematical concepts and on the difficulties students have in teaching approaches that disregard the genetic development of these concepts

what a super book it is absolutely packed with practical ideas and activities to help you love maths and love teaching and or learning it it certainly helps to develop an enthusiasm for a subject most adults tend to say i'm no good at early years educator a wonderful book packed with practical ideas and activities to help all students love maths jo boaler professor of mathematics education stanford university fostering an enthusiasm for mathematics in young children is a vital part of supporting their mathematical development underpinned by subject and pedagogical knowledge case studies and research based perspectives the authors provide clear guidance on how to support young children's learning and understanding in an effective and engaging way contemporary approaches to developing essential mathematical learning for young children are explored including play practical activities and talk for mathematics outdoor learning understanding pattern counting calculation and place value measures and shape problem solving and representing mathematics assessment working with parents written for both trainees and practitioners working with children aged 0 to 8 years including those studying for early years and early childhood degrees and those on primary pgce and primary education courses this book offers mathematical subject knowledge and teaching ideas in one volume helen taylor is course leader of pgce primary part time mathematics at canterbury christ church university andrew harris is course leader of pgce modular mathematics at canterbury christ church university

discusses the learning and teaching of mathematics in light of the recommendations set forth in the national council of teachers of mathematics standards

this stimulating text shows how primary mathematics can be creative exciting and enjoyable offering teachers a dynamic and different perspective it enables them to see and teach in creative ways that will develop their pupils mathematical thinking potential creative teaching mathematics in the primary classroom encourages students trainees

and practicing teachers to envision and develop a classroom where children can take risks enjoy and experiment with mathematical thinking and discover and pursue their interests and talents in an imaginative yet purposeful way this second edition contains key updates to reflect the changes to the primary curriculum and includes new sections on specialist teaching parental engagement and approaches to homework creative classroom environments working walls displays and outdoor settings links to assessment speaking listening and learning theory use of media film news and stories for creative learning cross curricula work featuring reflective tasks in every chapter this book will prove essential and inspiring reading for all trainee and practising teachers looking to develop their creative practice aimed at primary and early years trainee teachers nqts and experienced teachers this is a timely publication for teachers and schools seeking to broaden their maths curriculum making it more creative and appealing to young minds

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