

Mobile Learning And Mathematics

Learning Mathematics Learning Mathematics Learning Mathematics Successfully Learning Mathematics 3rd Edition Helping Children Learn Mathematics Learning and Teaching Mathematics Learning Mathematics Teaching and Learning Mathematics in Multilingual Classrooms Teaching For Learning Mathematics The Learning of Mathematics Shifts in the Field of Mathematics Education Strengths-Based Teaching and Learning in Mathematics Critical Mathematics Education Experiences of learning mathematics Children Learn Mathematics Perspectives on Adults Learning Mathematics Learning Mathematics Fundamental Constructs in Mathematics Education Mathematics Learning in Early Childhood Teaching Mathematics to Able Children Anthony Orton Leone Burton Clark J. Hickman National Research Council Terezinha Nunes Anthony Orton Anjum Halai Sutherland, Ros Howard Franklin Fehr Peter Gates Beth McCord Kobett Paul Ernest The Open University D. Coben Robert Benjamin Davis Sue Johnston-Wilder National Research Council Valsa Koshy

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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

this book combines self efficacy theory with practical strategies for teachers and parents to boost students math competence it explores self efficacy s role in learning math offering methods to enhance confidence and skills suitable for classroom and home use it aims to support persistent confident math learning

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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

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contemporary concerns in mathematics education recognize that in the increasingly technological and globalized world with concomitant change in population demographics e.g. immigration urbanization and a change in the status of languages e.g. English as a dominant language of science and technology multilingualism in classrooms is a norm rather than an exception shifts in perspective also view language not simply as an instrument for cognition with all learners equipped with this instrument in service of learning although clearly in the classroom that remains of importance rather it is now also being acknowledged that language use is inherently political so that the language that gets official recognition in the classroom is invariably the language of the powerful elite or the dominant societal language or in the case of post colonial contexts the language of the colonisers from this socio-political role of language in learning quite different issues arise for teaching learning and curriculum for linguistically marginalized learners than that of cognition e.g. immigrants second language learners other policies on language in education are being considered and re-considered with specific reference to mathematics teaching and learning given the policy environment globally the proposed publication is timely this edited collection draws on recent emerging insights and understandings about the approaches to improving policy and practice in mathematics education and mathematics teacher education in multilingual settings it presents and discusses critically examples of work from a range of contexts and uses these examples to draw out key issues for research in education in language diverse settings including teaching learning curriculum and fit these with appropriate policy and equity approaches with contributions from all over the world especially novice researchers in low income countries this book is a valuable resource for courses in mathematics education and related social sciences both at the graduate and undergraduate levels as well as for students of international development

this book explores the factors that influence young people's learning of mathematics focusing on the complexity of mathematics teaching and learning each chapter considers different aspects of this process taking a holistic approach rich examples from

professor stephen lerman has been a leader in the field of mathematics education for thirty years his work is extensive making many significant contributions to a number of key areas of research stephen retired from south bank university in 2012 where he had worked for over 20 years though he continues to work at loughborough university in this book several of his long standing colleagues and collaborators reflect on his contribution to mathematics education and in so doing illustrate how some of steve s ideas and interventions have resulted in significant shifts in the domain

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

this 16 hour free course covered some current issues in mathematics education and the variety of approaches to the teaching of mathematics

improving the quality of education is an important endeavor of educational policy and tal aims to contribute to this tal is a project initiated by the dutch ministry of education culture and sciences and carried out by the freudenthal institute fi of utrecht university and the dutch national institute for curriculum development slo in collaboration with the rotterdam center for educational services ced the quality of education can be improved in many ways tal proposes to do this by providing insights into the broad outline of the learning teaching process and its internal coherence it aims to be a support for teachers alongside mathematics textbook series furthermore tal can provide extra support for teachers if it is incorporated into a circle of implementation the tal project aims to describe the intermediate attainment targets of primary school mathematics these objectives represent a further development of and a supplement to the previously established core goals for the end of primary school a defining feature of the intermediate attainment targets is that they are embedded in a learning teaching trajectory this is also the reason for calling the project tal which in dutch stands for tussendoelen annex leerlijnen in english this means intermediate attainment targets in learning teaching trajectories the middle letter of tal can also be considered as referring to afbeeldingen representations this term indicates that the trajectory description contains many examples of students and teachers behavior which form an integral part of the learning teaching trajectory eventually learning teaching trajectory descriptions will be developed for all domains of primary school mathematics the present book contains the learning teaching trajectory for the domain of whole number calculation the book contains of one trajectory for the lower grades kindergarten 1 and 2 and grades 1 and 2 and one for the upper grades of primary school grades 3 4 5 and 6 this means that the book covers the learning process in this domain for children ranging from 4 to 12 years of age

at a time when the importance of lifelong education is becoming recognised around the world this is the first book to explore an important but hitherto neglected area adult mathematics education this book is about adults learning mathematics wherever and in whatever circumstances they do so it brings together researchers in the field and aims to lay the foundations for study and further research and practice in this fast developing area it aims to situate research and practice in adults learning mathematics within the wider field of lifelong learning and lifelong education and to be accessible both to the specialist and to the general adult reader the book features a comprehensive review of the field which sets the scene for sections on perspectives on research on adults learning mathematics adults mathematics culture and society adults mathematics and work and perspectives in

teaching adults mathematics topics covered include mathematics and common sense statistical literacy and numeracy new theories on learning mathematics mathematical competences for the workplace ethnomathematics and the training of tutors

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

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

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

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

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