

Mobile Learning And Mathematics

Learning Mathematics Teaching Mathematics to Able Children Learning Mathematics Learning Mathematics 3rd Edition Mathematics Education Learning Mathematics Experiences of learning mathematics Teaching Maths to Pupils with Different Learning Styles Creative Teaching: Mathematics in the Primary Classroom Language and Mathematics Education Learning Over Time Learning and Teaching Mathematics 0-8 Beliefs: A Hidden Variable in Mathematics Education? Developing Research in Mathematics Education Fundamental Constructs in Mathematics Education Critical Mathematics Education Strengths-Based Teaching and Learning in Mathematics Teaching and Learning Mathematics 11-16 Children Learn Mathematics Mathematics Education with Digital Technology Anthony Orton Valsa Koshy Leone Burton Barbara Allen Robert Benjamin Davis The Open University Tandi Clausen-May Mary Briggs Judit N. Moschkovich Alan P. Maloney Helen Taylor G.C. Leder Tommy Dreyfus Sue Johnston-Wilder Paul Ernest Beth McCord Kobett John Costello Adrian Oldknow

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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

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

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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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

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

tackles an area of the curriculum many teachers lack confidence in lots of good starting points spans a lot of material and is strong on diverse learning styles clear explanation and good visual layout very innovative in approach judging panel for nasen tes book award the book is rich in lively teaching suggestions and in insights into the impact of different forms of explanation debate carries us away from narrow views of ability and special needs and into the consideration of difference the author takes us through lively discussions of many aspects of mathematics learning each section offers learning and teaching ideas involving visual and kinaesthetic approaches the book is a compendium of sound ideas rather than a collection of startlingly new approaches but throughout it has the great strength of being

exceptionally clear in its arguments descriptions and drawings the design is generally helpful with plenty of illustrations as befits the book s message there are handy pages of photocopiable resources this is a lively and often passionate account of ways of ensuring that multi sensory approaches infect mathematics learning as the author says pictures in the mind can help all pupils we might add they help all teachers too tes extra for special needs if you have found pupils struggling to understand some aspects of mathematics at any age then this book is for you it is a very readable book that would interest all those who work in classrooms whether as a teacher or support worker with all ages and abilities for those who work with older pupils as it gives possible approaches to use with those for whom basic skills are weak or have difficulty in understanding some of the concepts required of gcse examinations alison parish second in mathematics department stowmarket high school suffolk read the full review as posted on the association of teachers of mathematics website it is a highly practical book one strength is the way that it develops a topic from the very basics through to the harder concepts there are a large number of activities that are ready to run but these really are just a starting point for teachers to begin thinking about teaching topics in a different way and from these teachers will be able to develop their own approach although this book is focusing on pupils who are visual and kinaesthetic learners the great majority of learners adopt a mixture of learning styles so this approach will benefit the entire class worth a read maths coordinator s file this excellent and very informative teaching resource is about teaching mathematics to pupils who have learning differences it is very practical and easy to read a really nice feature is the inclusion of photocopiable resource sheets allowing readers to try out easily the ideas suggested in the book this resource is highly recommended and will be very suitable for maths teachers in primary and secondary schools sencos and teaching assistants british journal of special education this book is about making mathematics visible and tangible not something that just lies flat on the page dipping into it will provide instantly usable suggestions across a variety of topics at different levels from early number concepts through to fractions and ratios algebra aspects of geometry including angles and circles and data handling when you get a chance to read it more thoroughly you will find arguments for using these approaches consideration of some of the pitfalls to avoid and inspiration to develop different ways of helping students to achieve deep and connected understandings for any teacher who wants to provide students with opportunities for visual and kinaesthetic learning in mathematics the australasian association of mathematics teachers inc a very good book offering teachers sencos and teaching assistants guidelines strategies and practical activities to access the thought processes of pupils with different learning styles it has an easy to read format giving suggestions rather than dictat on the use of models to think and is a unique document for those who have input into the furthering of the teaching and learning of mathematics mathematics in school how can you make maths exciting and meaningful for all your pupils some pupils find even basic concepts in mathematics difficult to grasp and it can be a challenge to make lessons accessible to all this book offers practising teachers a range of approaches to making maths clear for struggling

students it looks at the different ways in which maths can be taught so that pupils with different learning styles can be stimulated maths is visible and tangible not something that just lies flat on the page included are ideas to be used in lessons suggestions for exciting visual ways to teach basic concepts lots of practical advice and guidance the book shows teachers how to unlock mathematics for all their learners and it encourages the use of a variety of methods to teach the subject it provides a valuable resource for maths teachers in both primary and secondary schools for sencos and teaching assistants and for those delivering initial teacher training or inservice courses tandi clausen may is an educational researcher responsible for the development of a range of mathematics curriculum and assessment materials she delivers popular workshops on teaching mathematics around the united kingdom she also writes regular articles on mathematics teaching for educational journals and newspapers

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 pupil s 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

this volume explores the role of language in math education especially for multilingual students it integrates views on math learning with language and bilingualism offering interdisciplinary reviews and resources for researchers it promotes collaboration across research communities to address language issues in math education

this book explores how children learn mathematics through learning trajectories providing insights into their development and applications it emphasizes conceptual understanding over procedural knowledge and highlights the importance of these trajectories in instruction professional development standards and assessment

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

this book focuses on aspects of mathematical beliefs from a variety of different perspectives current knowledge of the field is synthesized and existing boundaries are extended the volume is intended for researchers in the field as well as for mathematics educators teaching the next generation of students

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

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 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 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 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

designed for maths teachers at every stage in their training this volume examines the national curriculum requirements at secondary school level it explores issues such as classroom management and approaches to teaching mathematics within the wider curriculum requirements

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 kindergarden 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

mathematics education with digital technology examines ways in which widely available digital technologies can be used to benefit the teaching and learning of mathematics the contributors offer their insights to locate the value of digital technology for mathematics learning within the context of evidence from documented practice prior research and of educational policy making key pedagogical uses of digital technologies are evaluated in relation to effective mathematics learning and practical ideas for teaching and learning mathematics with digital technology are critically analysed the volume concludes by looking at future developments and by considering the ways in which ict could be used as a catalyst

for cross curricular work to achieve greater curricular coherence

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Conclusion

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