

# Mobile Learning And Mathematics

Learning Mathematics Learning Mathematics Teaching Mathematics to Able Children Learning Mathematics 3rd Edition Teaching Maths to Pupils with Different Learning Styles Mathematics Education Learning Mathematics Fundamental Constructs in Mathematics Education Creative Teaching: Mathematics in the Primary Classroom Mathematical Relationships in Education Developing Research in Mathematics Education Learning Mathematics Successfully Learning and Teaching Mathematics Issues in Mathematics Teaching Strengths-Based Teaching and Learning in Mathematics Mathematics Education with Digital Technology Children and Numbers Learning and Teaching Mathematics 0-8 Experiences of learning mathematics Rethinking School Mathematics Anthony Orton Leone Burton Valsa Koshy Tandi Clausen-May Barbara Allen Robert Benjamin Davis Sue Johnston-Wilder Mary Briggs Laura Black Tommy Dreyfus Clark J Hickman Terezinha Nunes Peter Gates Beth McCord Kobett Adrian Oldknow Martin Hughes Helen Taylor The Open University Andrew Noyes

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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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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 t

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 australian 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

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

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 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

while demand for the mathematically literate citizen increases many learners continue to reject mathematics and experience it as excluding and exclusive even when they succeed at it in exploring this phenomenon this volume examines the ways in which learners form particular relationships with mathematics in the context of formal schooling

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

the goal of this book is to bring together the concept of self efficacy theory with practical how to strategies for both teachers and parents to use in heightening their students levels of self efficacy the book examines how self efficacy theory relates to the acquisition of mathematical competence the text also provides specific and practical how to strategies for both teachers and parents in applying these principles to classroom mathematics instruction and activities the self efficacy practices and applications to mathematics are also suitable for families working with learners outside the school environment acquiring mathematical skills requires more than knowing arithmetic tables memorizing rules and knowing proofs it requires a basic belief that one is capable of obtaining this information making sense of it and applying and generalizing it in mathematical problems in addition a student must believe that obtaining these skills leads to a positive outcome whether it is perceived to be a good or passing grade comfort level in tackling mathematical problems being able to advance to the next mathematics course being able to score highly on the math section of the sat and or be competitive for a desired job the ability of students to achieve and exceed grade level competence in mathematics is addressed through the lens of albert bandura s self efficacy theory this theoretical position states that one will persist in mastering a behavior in this case mastering mathematical principles and skills in the face of obstacles or failures to the extent that one believes he or she has the ability to do so and that there is a desired outcome for doing so the research literature on the role of self efficacy in mathematic instruction is examined to demonstrate the validity of using this concept to increase student and parent teacher confidence in learning and applying grade appropriate math content specific teaching methodologies will be provided that infuse self efficacy strategies for students lastly teachers and parents are provided strategies to increase their own self efficacy when it comes to conveying mathematics principles to their child or student as well as strategies to assess their students level of self efficacy over time teaching and learning mathematics so that students achieve success at their grade level or above can present a variety of challenges one barrier that affects learners is the belief that one is not capable of learning mathematics or not naturally talented in the field not a math person as a result learners may not believe they are capable of a positive outcome for achieving mathematics success this book is an important resource for pre service and in service teachers as well as families in applying the theory of self efficacy to support learners in becoming confident and assured in their

ability to understand and apply mathematical principles and procedures coupled with classroom ready mathematics instructional strategies the book provides readers with the background tools and strategies needed to carry content success and confidence forward to remain persistent in solving all future mathematical problems

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 presents the key debates that the mathematics teacher will need to understand reflect on and engage in as part of their professional development issues in mathematics teaching is suitable for those at initial training level right through to practising mathematics teachers its accessible structure enables the reader to pursue the issues raised as each chapter includes suggestions for further reading and questions for reflection or debate

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

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

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

why is it that so many pupils are put off by maths seeing it as uninspiring and irrelevant and that so many choose to drop it as soon as they can why is it socially acceptable to be bad at maths does the maths curriculum really prepare pupils for life this book presents some answers to these questions helping teachers to think through their own attitudes to teaching and learning and to work with pupils towards more effective and inspiring mathematical engagement part i of the book explores the nature of school mathematics showing how the curriculum has been developed over the years and how increasing effort has been devoted to improving the quality of mathematics teaching with little apparent effect part ii focuses on ways of thinking about classroom mathematics which take account of social cultural political and historical aspects the chapters bring together a collection of activities resources and discussion which will help teachers develop new ways of teaching and learning maths this book will be essential reading for all maths teachers including maths specialists on initial teacher training courses

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