

Mathematics Classrooms

Students' Activities and Teachers' Practices

Fabrice Vandebrouck (Ed.)



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Mathematics Classrooms Students Activities And Teachers Practices

Hanna Palmér, Jeppe Skott



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Mathematics Classrooms: Students' Activities and Teachers' Practices Fabrice Vandebrouck, 2013-09-03 With cooperation of Aline Robert Janine Rogalski Maha Abboud Blanchard Claire Cazes Monique Chappet Paris Aur lie Chesnais Christophe Hache Julie Horoks Eric Roditi Nathalie Sayac This book presents unique insights into a significant area of French research relating the learning and teaching of mathematics in school classrooms and their development Having previously had only glimpses of this work I have found the book fascinating in its breadth of theory its links between epistemological didactic and cognitive perspectives and its comprehensive treatment of student learning of mathematics classroom activity the work of teachers and prospective teacher development Taking theoretical perspectives as their starting points the authors of this volume present a rich array of theoretically embedded studies of mathematics teaching and learning in school classrooms Throughout this book the reader is made aware of many unanswered questions and challenged to consider associated theoretical and methodological issues For English speaking communities who have lacked opportunity to access the French literature the book opens up a wealth of new ways of thinking about and addressing unresolved issues in mathematics learning teaching and teacher education I recommend it wholeheartedly Extract from Barbara Jaworski's preface

Beyond the Apparent Banality of the Mathematics Classroom Colette Laborde, Marie-Jeanne Perrin-Glorian, Anna Sierpinska, 2007-03-11 New research in mathematics education deals with the complexity of the mathematics classroom The classroom teaching situation constitutes a pertinent unit of analysis for research into the ternary didactic relationship which binds teachers students and mathematical knowledge The classroom is considered as a complex didactic system which offers the researcher an opportunity to gauge the boundaries of the freedom that is left with regard to choices about the knowledge to be taught and the ways of organizing the students learning while giving rise to the study of interrelations between three main elements of the teaching process the mathematical content to be taught and learned management of the various time dimensions and activity of the teacher who prepares and manages the class to the benefit of the students knowledge and the teachers own experience This volume reprinted from Educational Studies in Mathematics Volume 59 focuses on classroom situations as a unit of analysis the work of the teacher and is strongly anchored in original theoretical frameworks The contributions are formulated from the perspective of one or more theoretical frameworks but they are tackled by means of empirical investigations

Teaching Math to Multilingual Students, Grades K-8 Kathryn B. Chval, Erin Smith, Lina Trigos-Carrillo, Rachel J. Pinnow, 2021-01-07 Using strengths based approaches to support development in mathematics It's time to re imagine what's possible and celebrate the brilliance multilingual learners bring to today's classrooms Innovative teaching strategies can position these learners as leaders in mathematics Yet as the number of multilingual learners in North American schools grows many teachers have not had opportunities to gain the competencies required to teach these learners effectively especially in disciplines such as mathematics Multilingual learners historically called English Language Learners

are expected to interpret the meaning of problems analyze make conjectures evaluate their progress and discuss and understand their own approaches and the approaches of their peers in mathematics classrooms Thus language plays a vital role in mathematics learning and demonstrating these competencies in a second or third language is a challenging endeavor Based on best practices and the authors years of research this guide offers practical approaches that equip grades K 8 teachers to draw on the strengths of multilingual learners partner with their families and position these learners for success Readers will find A focus on multilingual students as leaders A strength based approach that draws on students life experiences and cultural backgrounds An emphasis on maintaining high expectations for learners capacity for mastering rigorous content Strategies for representing concepts in different formats Stop and Think questions throughout and reflection questions at the end of each chapter Try It Implementation activities student work examples and classroom transcripts With case studies and activities that provide a solid foundation for teachers growth and exploration this groundbreaking book will help teachers and teacher educators engage in meaningful humanized mathematics instruction

Invited Lectures from the 13th International Congress on Mathematical Education Gabriele Kaiser,Helen Forgasz,Mellony Graven,Alain Kuzniak,Elaine Simmt,Binyan Xu,2018-02-05 The book presents the Invited Lectures given at 13th International Congress on Mathematical Education ICME 13 ICME 13 took place from 24th 31st July 2016 at the University of Hamburg in Hamburg Germany The congress was hosted by the Society of Didactics of Mathematics Gesellschaft f r Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI ICME 13 the biggest ICME so far brought together about 3500 mathematics educators from 105 countries additionally 250 teachers from German speaking countries met for specific activities The scholars came together to share their work on the improvement of mathematics education at all educational levels The papers present the work of prominent mathematics educators from all over the globe and give insight into the current discussion in mathematics education The Invited Lectures cover a wide spectrum of topics themes and issues and aim to give direction to future research towards educational improvement in the teaching and learning of mathematics education This book is of particular interest to researchers teachers and curriculum developers in mathematics education *Research and Development in University Mathematics Education* Viviane Durand-Guerrier,Reinhard Hochmuth,Elena Nardi,Carl Winsløw,2021-04-15 In the last thirty years or so the need to address the challenges of teaching and learning mathematics at university level has become increasingly appreciated by university mathematics teachers and beyond by educational institutions around the world Indeed mathematics is both a condition and an obstacle to success for students in many educational programmes vital to the 21st century knowledge society for example in pure and applied mathematics engineering natural sciences technology economics finance management and so on This breadth of impact of mathematics implies the urgency of developing research in university mathematics education and of sharing results of this research widely This book provides a bespoke opportunity

for an international audience of researchers in didactics of mathematics mathematicians and any teacher or researcher with an interest in this area to be informed about state of the art developments and to heed future research agendas This book emerged from the activities of the research project INDRUM acronym for International Network for Didactic Research in University Mathematics which aims to contribute to the development of research in didactics of mathematics at all levels of tertiary education with a particular concern for the development of early career researchers in the field and for dialogue with university mathematicians The aim of the book is to provide a deep synthesis of the research field as it appears through two INDRUM conferences organised in 2016 and 2018 It is an original contribution which highlights key research perspectives addresses seminal theoretical and methodological issues and reports substantial results concerning the teaching and learning of mathematics at university level including the teaching and learning of specific topics in advanced mathematics across a wide range of university programmes

The Culture of the Mathematics Classroom Falk Seeger, Jörg Voigt, Ute Waschescio, 1998-08-13 The culture of the mathematics classroom is becoming an increasingly salient topic of discussion in mathematics education Studying and changing what happens in the classroom allows researchers and educators to recognize the social character of mathematical pedagogy and the relationship between the classroom and culture at large This volume is divided into three sections reporting findings gained in both research and practice The first part presents several attempts to change classroom culture by focusing on the education of mathematics teachers and on teacher researcher collaboration The second section shifts to the interactive processes of the mathematics classroom and to the communal nature of learning The third section discusses the means of constructing filtering and establishing mathematical knowledge that are characteristic of classroom culture This internationally relevant volume will be of particular interest to educators and educational researchers

Culturally Specific Pedagogy in the Mathematics Classroom Jacqueline Leonard, 2018-11-01 Advocating for the use of culturally specific pedagogy to enhance the mathematics instruction of diverse students this revised second edition offers a wide variety of conceptual and curricular resources for teaching mathematics in a way that combats and confronts the forms of oppression that students face today Addressing stratification based on race class and gender Leonard offers lesson templates that teachers can use with ethnically and culturally diverse students and makes the link between research and practice Connecting cutting edge and emerging technologies to culturally specific pedagogy the second edition features new chapters on mathematics and social justice robotics and spatial visualization Applying a more expansive focus the new edition discusses current movements such as Black Lives Matter and incorporates examples of rural and tribal students to paint a broader picture of what culturally rich mathematics classrooms actually look like The text builds on sociocultural theory and research on culture and mathematics cognition to extend the literature and better understand minority students goals and learning needs Including new discussion questions and new examples lessons and vignettes of integrating culture in the mathematics classroom this book employs pedagogical research to field test new

instructional methods for culturally diverse and female students Chapter 8 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Common Core Mathematics Standards and Implementing Digital Technologies Polly, Drew, 2013-05-31 Standards in the American education system are traditionally handled on a state by state basis which can differ significantly from one region of the country to the next Recently initiatives proposed at the federal level have attempted to bridge this gap Common Core Mathematics Standards and Implementing Digital Technologies provides a critical discussion of educational standards in mathematics and how communication technologies can support the implementation of common practices across state lines Leaders in the fields of mathematics education and educational technology will find an examination of the Common Core State Standards in Mathematics through concrete examples current research and best practices for teaching all students regardless of grade level or regional location This book is part of the Advances in Educational Technologies and Instructional Design series collection

Educational Paths to Mathematics Uwe Gellert, Joaquim Giménez Rodríguez, Corinne Hahn, Sonia Kafoussi, 2015-05-18 This book offers fresh insight and understanding of the many ways in which children youth and adults may find their paths to mathematics The chapters of the volume offer and analyse promising new ways into mathematics The focus is on spaces and modalities of learning dialogue and inquiry embodiment and aesthetic experience information and communication technology and on the use of mathematics in public communication The chapters present new mathematical activities and conceptions enriching the repertoire of mathematics education practices Critical commentaries discuss the innovative potential of the new approaches to the teaching and learning of mathematics As a consequence the commentaries point to requirements and open issues in the field of research in mathematics education The volume is remarkably international Teachers and researchers from 14 countries authored 21 chapters and 7 commentaries The reader is invited to reflect on the particular effect of presenting avenues to mathematics contrived in diverse national settings in which the praxis of mathematics education might look different compared to what happens in the reader's place The book starts a series of sourcebooks edited by CIEAEM the Commission Internationale pour l'Etude et l'Amélioration de l'Enseignement des Mathématiques International Commission for the Study and Improvement of Mathematics Education

Thinking Practices in Mathematics and Science Learning James G. Greeno, Shelley V. Goldman, 2013-04-03 The term used in the title of this volume thinking practices evokes questions that the authors of the chapters within it begin to answer What are thinking practices What would schools and other learning settings look like if they were organized for the learning of thinking practices Are thinking practices general or do they differ by disciplines If there are differences what implications do those differences have for how we organize teaching and learning How do perspectives on learning cognition and culture affect the kinds of learning experiences children and adults have This volume describes advances that have been made toward answering these questions These advances involve several agendas

including increasing interdisciplinary communication and collaboration reconciling research on cognition with research on teaching learning and school culture and strengthening the connections between research and school practice The term thinking practices is symbolic of a combination of theoretical perspectives that have contributed to the volume editors understanding of how people learn how they organize their thinking inside and across disciplines and how school learning might be better organized By touring through some of the perspectives on thinking and learning that have evolved into school learning designs Greeno and Goldman begin to establish a frame for what they are calling thinking practices This volume is a significant contribution to a topic that they believe will continue to emerge as a coherent body of scientific and educational research and practice

Understanding Science Teachers' Professional Knowledge Growth Michel Grangeat, 2015-12-09 Science education has to be improved in order to become more responsive to the needs of society confronted with a rapidly changing world Bringing science teaching up to a higher level is a key factor in this endeavour The authors of this book think about teachers as part of the immediate and large communities and systems in which they function They consider the development of teachers professional knowledge as a continuous process that depends on the communities they are committed to and participate in the discipline they are teaching the social context in which they perform the instruments made available in their environment and their day to day classroom experience From this perspective each teacher learns in an individual way but cannot learn without relying on their colleagues and other partners Such professional knowledge is partly tacit and explicit and thus possessed by teachers experts and researchers Coordinating activity theory and models of pedagogical content knowledge PCK the book provides a better understanding of the growth of science teacher professional knowledge The chapters are organised around shared perspectives and themes and based on research findings The emerging model can inform pre service teacher educators researchers and students The book results from exchanges and symposia during international conferences ECER ESERA and from a two day seminar held at Universit Grenoble Alpes in March 2015

Student Voice in Mathematics Classrooms around the World Berinderjeet Kaur, Glenda Anthony, Minoru Ohtani, David Clarke, 2013-09-06 The Learner s Perspective Study ascribes to the premise that the investigation of social practice within the mathematics classrooms must attend to the learners practice with at least the same priority as that accorded to the teachers practice In focusing on student voice within this partnership as enacted in many different guises across different cultures and socio political learning environments we hope that we will be better informed to understand the relationship between pedagogy and learning mathematics and between pedagogy and the empowerment of diverse learners Research findings from the Learner s Perspective Study reported in this book and its companion volumes affirm just how culturally situated are the practices of classrooms around the world and the extent to which students are collaborators with the teacher complicit in the development and enactment of patterns of participation that reflect individual societal and cultural priorities and associated value systems In this book we attend closely to this collaboration with our

focus on the voice of the student Collectively the authors consider how the deliberate inclusion of student voice can be used to enhance our understandings of mathematics classrooms of mathematics learning and of mathematics outcomes for students in classrooms around the world The Learner s Perspective Study aims to juxtapose the observable practices of the classroom and the meanings attributed to those practices by classroom participants The LPS research design documents sequences of at least ten lessons using three video cameras supplemented by the reconstructive accounts of classroom participants obtained in post lesson video stimulated interviews and by test and questionnaire data and copies of student written material In each participating country data generation focuses on the classrooms of three teachers identified by the local mathematics education community as competent and situated in demographically different school communities within the one major city The large body of complex data supports both the characterization of practice in the classrooms of competent teachers and the development of theory *Perspectives on Practice and Meaning in Mathematics and Science Classrooms* D. Clarke,2006-04-11 This is a variegated picture of science and mathematics classrooms that challenges a research tradition that converges on the truth The reader is surrounded with different images of the classroom and will find his beliefs confirmed or challenged The book is for educational researchers research students and practitioners with an interest in optimizing the effectiveness of classrooms as environments for learning **Handbook of Research on the Psychology of Mathematics Education** ,2006-01-01 This volume is a compilation of the research produced by the International Group for the Psychology of Mathematics Education PME since its creation 30 years ago It has been written to become an essential reference for Mathematics Education research in the coming years The chapters offer summaries and synthesis of the research produced by the PME Group presented to let the readers grasp the evolution of paradigms questions methodologies and most relevant research results during the last 30 years They also include extensive lists of references Beyond this the chapters raise the main current research questions and suggest directions for future research The handbook is divided into five sections devoted to the main research domains of interest to the PME Group The first three sections summarize cognitively oriented research on learning and teaching specific content areas transversal areas and based on technology rich environments The fourth section is devoted to the research on social affective cultural and cognitive aspects of Mathematics Education Finally the fifth section includes two chapters summarizing the PME research on teacher training and professional life of mathematics teachers The volume is the result of the effort of 30 authors and 26 reviewers Most of them are recognized leading PME researchers with great expertise on the topic of their chapter This handbook shall be of interest to both experienced researchers and doctoral students needing detailed synthesis of the advances and future directions of research in Mathematics Education and also to mathematics teacher trainers who need to have a comprehensive reference as background for their courses on Mathematics Education **Alternative Theoretical Frameworks for Mathematics Education Research** Elizabeth de Freitas,Margaret Walshaw,2016-08-31 This book

explicates some of the fundamental philosophical tenets underpinning key theoretical frameworks and demonstrates how these tenets inform particular kinds of research practice in mathematics education research. We believe that a deep understanding of significant theories from the humanities and social sciences is crucial for doing high quality research in education. For that reason this book focuses on six key theoretical sources unpacking their relevance and application to specific research examples. We situate these key theorists within a larger framework pertaining to the history of thought more generally and discuss how competing theories of teaching and learning differ in terms of their philosophical assumptions. In so doing we offer context and motivation for particular research methods with the agenda of helping researchers reflect on why particular approaches and not others might work for them.

Students' and Teachers' Values, Attitudes, Feelings and Beliefs in Mathematics Classrooms Hanna Palmér, Jeppe Skott, 2017-12-04 This contributed volume is an exciting product of the 22nd MAVI conference which presents cutting edge research on affective issues in teaching and learning math. The teaching and learning of mathematics is highly dependent on students and teachers values attitudes feelings beliefs and motivations towards mathematics and mathematics education. These peer reviewed contributions provide critical insights through their theoretically and methodologically diverse analyses of relevant issues related to affective factors in teaching and learning math and offer new tools and strategies by which to evaluate affective factors in students and teachers mathematical activities in the classroom. Among the topics discussed: The relationship between proxies for learning and mathematically related beliefs. Teaching for entrepreneurial and mathematical competences. Prospective teachers conceptions of the concepts mean median and mode. Prospective teachers approach to reasoning and proof. The impact of assessment on students experiences of mathematics. Through its thematic connections to teacher education professional development assessment entrepreneurial competences and reasoning and proof. *Students and Teachers Values Attitudes Feelings and Beliefs in Mathematics Classrooms* proves to be a valuable resource for educators practitioners and students for applications at primary secondary and university levels.

Innovative Professional Development Methods and Strategies for STEM Education Dikilitaş, Kenan, 2015-10-19 Professional development of educators is an complex process through which teachers strive continuously for pedagogical improvement. In that sense professional growth benefits learners and teachers while also promoting the quality of the schools colleges and academic departments where it takes place. *Innovative Professional Development Methods and Strategies for STEM Education* is an authoritative publication featuring the latest scholarly research on a wide range of professional advancement topics in STEM education with special emphasis on content process implementation and impact as well as on the implications for teachers educators and administrators. Highlighting comprehensive research across a broad scope of relevant issues including but not limited to teacher training development models and the implementation of leadership practices this book is a seminal reference source for STEM professionals working in schools colleges and various science and mathematics departments at

secondary and post secondary institutions

Impacts of Globalization and Innovation in Mathematics Education

Njurai, Evelyn, Uworwabayeho, Alphonse, 2024-07-18 In the face of emerging challenges in the field of mathematics education educators and researchers find themselves navigating the complexities of globalization and innovations As classrooms become more diverse and educational landscapes evolve there is a need for an understanding of the multifaceted impacts of these forces The very essence of mathematics education is shifting influenced by global trends cultural dynamics and technological advancements It is within this context that *Impacts of Globalization and Innovation in Mathematics Education* offers a profound exploration of the challenges and opportunities that arise in this era One of the central predicaments faced by educators and scholars is the dynamic nature of globalization and innovation which introduces unprecedented complexities in mathematics education While cultural diversity in classrooms brings valuable perspectives it also poses challenges in developing inclusive and effective teaching strategies The integration of innovative practices faces resistance due to cultural conflicts and identity issues Additionally the fast paced changes in global trends and the dissemination of information through media influence how mathematics education is perceived and practiced This creates a demand for a thorough examination of the relationship between globalization innovation and the field of mathematics education

Tools and Mathematics John Monaghan, Luc Trouche, Jonathan M. Borwein, 2016-04-18 This book is an exploration of tools and mathematics and issues in mathematics education related to tool use The book has five parts The first part reflects on doing a mathematical task with different tools followed by a mathematician's account of tool use in his work The second considers prehistory and history tools in the development from ape to human tools and mathematics in the ancient world tools for calculating and tools in mathematics instruction The third part opens with a broad review of technology and intellectual trends circa 1970 and continues with three case studies of approaches in mathematics education and the place of tools in these approaches The fourth part considers issues related to mathematics instructions curriculum assessment and policy the calculator debate mathematics in the real world and teachers use of technology The final part looks to the future task and tool design and new forms of activity via connectivity and computer games

Research in Mathematics Education in Australasia 2020-2023 Carmel Mesiti, Wee Tiong Seah, Berinderjeet Kaur, Cath Pearn, Anthony Jones, Scott Cameron, Emma Every, Kate Copping, 2024-07-02 This book provides a critical review of research in mathematics education published in or about the Australasian region in the four years from 2020 to 2023 *Research in Mathematics Education in Australasia 2020-2023* RiMEA 2020-2023 is the eleventh edition of the four yearly review of mathematics education research in Australasia It is compiled by the Mathematics Education Research Group of Australasia MERGA It is primarily focused on research from Australia New Zealand and Singapore but also includes research from other Southeast Asian countries and the South Pacific Although each edition of RiMEA is shaped by the preceding volumes each new edition evolves in response to events coinciding with each new review period Following an introduction by the editors RiMEA 2020-2023 will contain a reflection

chapter authored by the editors of the previous edition Research in Mathematics Education in Australasia 2016 2019 on how research in mathematics education in theAustralasian region has progressed over the four years since This book provides a comprehensive critical review of research literature in the Australasian region on significant topics published within the review period It serves as a resource for researchers and promotes quality research in the Australasian region Furthermore it provides an introduction to mathematics education research in the Australasian region for Ph D candidates early career researchers and other researchers beginning a new field of research

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