

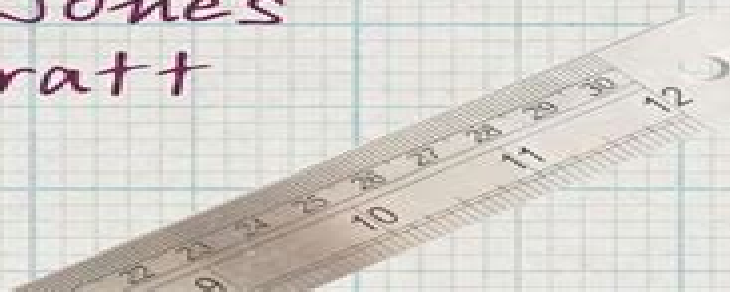
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Key Ideas in Teaching Mathematics

Research-based guidance
for ages 9-19



Anne Watson
Keith Jones
Dave Pratt



Key Ideas In Teaching Mathematics Research Based Guidance For Ages 9 19

Haili Hughes



Key Ideas In Teaching Mathematics Research Based Guidance For Ages 9 19:

Key Ideas in Teaching Mathematics Anne Watson, Keith Jones, Dave Pratt, 2013-02-21 Big ideas in the mathematics curriculum for older school students especially those that are hard to learn and hard to teach are covered in this book It will be a first port of call for research about teaching big ideas for students from 9 19 and also has implications for a wider range of students These are the ideas that really matter that students get stuck on and that can be obstacles to future learning It shows how students learn why they sometimes get things wrong and the strengths and pitfalls of various teaching approaches Contemporary high profile topics like modelling are included The authors are experienced teachers researchers and mathematics educators and many teachers and researchers have been involved in the thinking behind this book funded by the Nuffield Foundation An associated website hosted by the Nuffield Foundation summarises the key messages in the book and connects them to examples of classroom tasks that address important learning issues about particular mathematical ideas

Key Ideas in Teaching Mathematics Anne Watson, Keith Jones, Dave Pratt, 2013-02-21 International research is used to inform teachers and others about how students learn key ideas in higher school mathematics what the common problems are and the strengths and pitfalls of different teaching approaches An associated website hosted by the Nuffield Foundation gives summaries of main ideas and access to sample classroom tasks

Teaching and Learning Algebraic Thinking with 5- to 12-Year-Olds Carolyn Kieran, 2017-12-04 This book highlights new developments in the teaching and learning of algebraic thinking with 5 to 12 year olds Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for teaching early algebra Building on the work of the ICME 13 International Congress on Mathematical Education Topic Study Group 10 on Early Algebra well known authors such as Luis Radford John Mason Maria Blanton Deborah Schifter and Max Stephens as well as younger scholars from Asia Europe South Africa the Americas Australia and New Zealand present novel theoretical perspectives and their latest findings The book is divided into three parts that focus on i epistemological mathematical aspects of algebraic thinking ii learning and iii teaching and teacher development Some of the main threads running through the book are the various ways in which structures can express themselves in children s developing algebraic thinking the roles of generalization and natural language and the emergence of symbolism Presenting vital new data from international contexts the book provides additional support for the position that essential ways of thinking algebraically need to be intentionally fostered in instruction from the earliest grades

Presenting Children to Maths: Stronger Character for Better Learning David Shattock, 2023-09-22 Mathematics is not a universally popular subject neither within nor outside of school There are those who love it but many do not and it is not uncommon for people to take a perverse pride in being bad at it This book argues that while much needed improvements to mathematics teaching are necessary to address such issues they are insufficient without also imbuing children with the character required to learn it effectively Teachers of mathematics are responsible not only for applying skilful pedagogy but

also for developing a productive learning culture within the mathematics classroom We need to consider the emotional and social impact on children of teachers own attitudes and beliefs about mathematics and how children should be taught it Sometimes provocative and irreverent but always stimulating and lucid Presenting Children to Maths is an original and profound discussion about how students ability and success in mathematics depends largely on how their disposition and will are shaped towards learning it

The Second Handbook of Research on the Psychology of Mathematics Education Ángel Gutiérrez, Gilah C. Leder, Paolo Boero, 2016-07-23 Since its establishment in 1976 PME The International Group for the Psychology of Mathematics Education is serving as a much sought after venue for scientific debate among those at the cutting edge of the field as well as an engine for the development of research in mathematics education A wide range of research activities conducted over the last ten years by PME members and their colleagues are documented and critically reviewed in this handbook released to celebrate the Group s 40 year anniversary milestone The book is divided into four main sections Cognitive aspects of learning and teaching content areas Cognitive aspects of learning and teaching transverse areas Social aspects of learning and teaching mathematics and Professional aspects of teaching mathematics The selection for each chapter of a team of at least two authors mostly located in different parts of the world ensured effective coverage of each field High quality was further enhanced by the scrupulous review of early chapter drafts by two leaders in the relevant field The resulting volume with its compilation of the most relevant aspects of research in the field and its emphasis on trends and future developments will be a rich and welcome resource for both mature and emerging researchers in mathematics education

Mentoring in Schools Haili Hughes, 2021-02-10 Forewords by Professor Rachel Lofthouse and Reuben Moore With low early career teacher retention rates and the introduction of the Department for Education s new Early Career Framework the role of mentor has never been so important in helping to keep teachers secure and happy in the classroom Haili Hughes a former senior leader with years of school mentoring experience was involved in the consultation phase of the framework s design and in this book she imparts her wisdom on the subject in an accessible way Haili offers busy teachers a practical interpretation of how to work with the Early Career Framework sharing practical guidance to help them in the vital role of supporting new teachers She also shares insights from recent trainee teachers as well as more established voices in education to provide tried and tested transferable tips that can be used straight away

Understanding Lesson Study for Mathematics Rosa Archer, Siân Morgan, David Swanson, 2020-06-04 Using the latest research this book provides an insight into how learning in mathematics can be improved through a lesson study approach This highly practical resource explores the research and theory that underpins lesson study and shows the significant impact it can have on teacher development Divided into ten accessible main chapters that focus in depth on an individual mathematics lesson each chapter provides research and background to the lesson an outline of key features a detailed description and analysis of the lesson in practice post lesson discussions and reflections which generalise from the

experience as well as links to helpful resources Some of the key topics explored include Fractions Proportional relationships Probability and statistics Geometry Modelling Algebra Dialogic reasoning Understanding Lesson Study for Mathematics is the perfect resource for all mathematics teachers trainee teachers and professional developers who are looking to develop the use of lesson study in their own practice or for those simply seeking new inspiring ideas for the mathematics classroom

Teaching and Learning Stochastics Carmen Batanero,Egan J Chernoff,2018-03-01 This book presents a collection of selected papers that represent the current variety of research on the teaching and learning of probability The respective chapters address a diverse range of theoretical empirical and practical aspects underpinning the teaching and learning of probability curricular issues probabilistic reasoning misconceptions and biases as well as their pedagogical implications These chapters are divided into THREE main sections dealing with TEACHING PROBABILITY STUDENTS REASONING AND LEARNING AND EDUCATION OF TEACHERS In brief the papers presented here include research dealing with teachers and students at different levels and ages from primary school to university and address epistemological and curricular analysis as well as the role of technology simulations language and visualisation in teaching and learning probability As such it offers essential information for teachers researchers and curricular designers alike **Science Education** Keith S. Taber,Ben Akpan,2016-12-27 This book comprises a wide range of scholarly essays introducing readers to key topics and issues in science education Science education has become a well established field in its own right with a vast literature and many active areas of scholarship Science Education An International Course Companion offers an entry point for students seeking a sound but introductory understanding of the key perspectives and areas of thinking in science education Each account is self contained and offers a scholarly and research informed introduction to a particular topic theme or perspective with both citations to key literature and recommendations for more advanced reading Science Education An International Course Companion allows readers such as those preparing for school science teaching or seeking more advanced specialist qualifications to obtain a broad familiarity with key issues across the field as well as guiding wider reading about particular topics of interest The book therefore acts as a reader to support learning across courses in science education internationally The broad coverage of topics is such that that the book will support students following a diverse range of courses and qualifications The comprehensive nature of the book will allow course leaders and departments to nominate the book as the key reader to support students their core course companion in science education **Self-Directed Learning** Elsa

Mentz,Dorothy Laubscher,Jako Olivier,2021-12-31 This book on self directed learning SDL is devoted to original academic scholarship within the field of education and is the 6th volume in the North West University NWU SDL book series In this book the authors explore how self directed learning can be considered an imperative for education in a complex modern society Although each chapter represents independent research in the field of self directed learning the chapters form a coherent contribution concerning the scholarship of self directed learning and specifically the effect of environmental and

praxis contexts on the enhancement of self directed learning in a complex society The publication as a whole provides diverse perspectives on the importance of self directed learning in varied contexts Scholars working in a wide range of fields are drawn together in this scholarly work to present a comprehensive dialogue regarding self directed learning and how this concept functions in a complex and dynamic higher education context This book presents a combination of theory and practice which reflects selected conceptual dimensions of self directed learning in society as well as research based findings pertaining to current topical issues relating to implementing self directed learning in the modern world The varied methodologies provide the reader with different and balanced perspectives as well as varied and innovative ideas on how to conduct research in the field of self directed learning

Learning to Teach Mathematics in the Secondary School Sue Johnston-Wilder, Clare Lee, David Pimm, 2016-09-13 *Learning to Teach Mathematics in the Secondary School* combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the secondary school classroom This fourth edition has been fully updated to reflect the latest changes to the curriculum and research in the field taking into account key developments in teacher training and education including examinations and assessment Written specifically with the new and student teacher in mind the book covers a wide range of issues related to the teaching of mathematics such as why we teach mathematics the place of mathematics in the National Curriculum planning teaching and assessing for mathematics learning how to communicate mathematically using digital technology to advance mathematical learning working with students with special educational needs post 16 teaching the importance of professional development the affective dimension when learning mathematics including motivation confidence and resilience Already a major text for many university teaching courses this revised edition features a glossary of useful terms and carefully designed tasks to prompt critical reflection and support thinking and writing up to Masters Level Issues of professional development are also examined as well as a range of teaching approaches and styles from whole class strategies to personalised learning helping you to make the most of school experience during your training and beyond Designed for use as a core textbook *Learning to Teach Mathematics in the Secondary School* provides essential guidance and advice for all those who aspire to be effective mathematics teachers

Developing Maths Lesson Planning and Frameworks: Mastery, Logic and Reasoning in the Classroom Linda (Yuqian) Wang, Jeremy Dawson, Chris Brown, 2023-11-24 This book highlights the essential relationship between lesson planning and key mathematical elements such as mastery and reasoning The exemplification of ideas through useful classroom strategies gives the book a practical basis as well as theoretical I have no doubt that even experienced teachers will find this book enlightening and encourage them to re evaluate elements of their practice Hayley Hands Secondary PGCE Mathematics Lead Newcastle University UK *Developing Maths Lesson Planning and Frameworks* provides much food for thought and includes many immediate take aways to reflect on or try out This book will help enhance any maths teacher s lesson planning from the trainee teacher to the experienced practitioner Rose Marie

Rochester Archimedes NE Maths Hub Lead BHCET Director of Maths UK Addressing the maths skills gap Wang et al propose a new method for maths lesson planning that harnesses the power of reasoning in mathematics teaching Using a pedagogical approach called the Causal Connectivity Framework CCF this book helps teachers to support students in actively discovering the logical foundations upon which classroom activities are linked together The authors have diverse expertise and experiences as maths teachers teacher educators and researchers and this alternative approach is the result of long term collaboration aimed at building up successful maths lessons from the very first steps lesson planning Developing Maths Lesson Planning and Frameworks Offers practical advice within a theoretical framework Ties in with UK National Curriculum requirements Contains detailed practical examples and visual aids throughout Reasoning is a critical component of maths learning making this essential reading for maths teachers and teacher trainees as they help students to achieve maths mastery Linda Wang is Assistant Professor and PGCE secondary maths Lead at Durham University UK She is particularly interested in curriculum design at both secondary and lower primary level mathematics and developing the educational impact partnership model to deliver Continuing Professional Development CPD to future orientate Mathematics education Chris Brown is Professor of Education at the University of Southampton UK His research interests include using Professional Learning Networks PLNs to promote the collaborative learning of teachers as well as how research evidence can and should but often doesn't aid the development of education policy and practice Jeremy Dawson is Area Coordinator for the Advanced Maths Support Programme at Durham University UK He has worked in a variety of diverse school settings around North East England and has extensive experience of teaching mathematics from KS2 KS5 as well as contributing and assisting on gifted and talented programs for prospective university entrants

Curriculum Design for Mathematics in the MYP

Rita Bateson, 2025-04-25 Everything you will ever need to create an innovative supportive MYP Mathematics Curriculum Rita Bateson is the former Senior Curriculum and Assessment Manager for the IB and oversaw the last curriculum review In this book you will find a one stop shop for everything Middle Years Programme from planning through delivery and assessment

Care in Mathematics Education Anne Watson, 2021-02-13 This book investigates the process of care in mathematics teaching The author proposes transformative educational spaces in which learning mathematics rather than consisting of a repetitive grind of exercises and facts can become a part of learner identity This book describes examples of mathematics teachings in a wide range of contexts and pedagogies coordinated to identify common features where care for mathematical learning and thinking is combined with care for learners Along with detailing caring mathematics education practices in alternative spaces the author demonstrates similar practices alive even with the current mainstream spaces of acquisition and performance Care is integrated through listening and developing responsive and trusting relationships It will be of interest to scholars of mathematics education as well as pre service and in service teachers and teacher educators

Curriculum Reform in the European Schools Sandra Leaton Gray, David Scott, Peeter Mehisto, 2018-05-29 This book

is open access under a CC BY 4.0 license This open access book examines the modern role of the European School system within the European Union at a time when the global economy demands a new vision for contemporary education The European schools are currently in a state of crisis their 60 year old tradition of bilingual and multilingual education is being strained by rapid EU expansion and the removal of English speaking teachers as a result of Brexit Their tried and tested model of mathematics and science education has rapidly been overtaken by new developments in pedagogy and assessment research while recruitment and retention of students and teachers has become increasingly fraught as European member states review what they are and what they are not prepared to fund The authors draw on original and empirical research to assess the European Schools place in a new Europe where the entire post war European Project is potentially at risk This well researched volume will be of interest to practitioners working in European schools as well as students and scholars of EU politics and international education

Youngsters Solving Mathematical Problems with Technology Susana Carreira, Keith Jones, Nélia Amado, Hélia Jacinto, Sandra Nobre, 2016-02-19 This book contributes to both mathematical problem solving and the communication of mathematics by students and the role of personal and home technologies in learning beyond school It does this by reporting on major results and implications of the Problem Web project that investigated youngsters mathematical problem solving and in particular their use of digital technologies in tackling and communicating the results of their problem solving in environments beyond school The book has two focuses Mathematical problem solving skills and strategies forms of representing and expressing mathematical thinking technological based solutions and students and teachers perspectives on mathematics learning especially school compared to beyond school mathematics

International Handbook of Research in Statistics Education Dani Ben-Zvi, Katie Makar, Joan Garfield, 2017-12-08 This handbook connects the practice of statistics to the teaching and learning of the subject with contributions from experts in several disciplines Chapters present current challenges and methods of statistics education in the changing world for statistics and mathematics educators Issues addressed include current and future challenges in professional development of teachers use of technology tools design of learning environments and appropriate student assessments This handbook presents challenging and inspiring international research perspectives on the history and nature current issues and future directions of statistics education and statistics education research

Experimentieren im Mathematikunterricht Sarah Beumann, Sebastian Geisler, Experimentieren kann den Mathematikunterricht auf vielfältige Weise bereichern sei es als innermathematisches Experimentieren mit Stift und Papier oder als außermathematisches Experimentieren zur Anregung interessanter Modellierungen Der vorliegende Band gibt im ersten Teil zunächst einen Überblick über aktuelle Forschungsarbeiten zu den Wirkungen und Gelingensbedingungen des Experimentierens im Mathematikunterricht Im zweiten Teil des Bandes werden konkrete Anregungen für Experimente im Unterricht präsentiert

Daten, Zufall und der Rest der Welt Ute Sproesser, Silvia Wessolowski, Claudia Wörn, 2013-12-30 Wie lässt sich durch das

Erheben von Daten funktionales Verständnis entwickeln Was bedeutet Zufall in der Welt von Kindern Hat auch der Rest der Welt etwas mit Mathematik zu tun In diesem Sammelband der als Festschrift Prof Dr Joachim Engel gewidmet ist werden von Dozentinnen und Dozenten verschiedener Hochschulen und anderer Bildungseinrichtungen didaktische Perspektiven zu Themenfeldern der anwendungsbezogenen Mathematik dargelegt Die Beiträge umfassen dabei das Lehren und Lernen vom Elementar bis hin zum Hochschulbereich

Design Sensitivity Mark W. Lipsey, 1990 Whether in the laboratory or while doing fieldwork all researchers face an important challenge designing research that will have sufficient sensitivity to detect those effects it purports to investigate Sample size validity and sensitivity experimental error subject variability and the type of statistical analysis all influence the sensitivity of a research design In this volume Lipsey examines the concept of design sensitivity and explains statistical power and the elements that determine it Through careful explanations and selection of examples he explores a variety of topics factors that degrade design sensitivity effect size parameters and approaches to assessing it how to estimate statistical power for various statistical tests and the special problems statistical power poses for treatment effectiveness research This book is a vital resource for evaluators methodologists statisticians psychologists public health professionals and educators

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