

Mathematics Classrooms That Promote Understanding

Edited by
Elizabeth Fennema and
Thomas A. Romberg

Research in Mathematics Teaching and Learning Series

Mathematics Classrooms That Promote Understanding

Jane M. Watson



Mathematics Classrooms That Promote Understanding:

Mathematics Classrooms That Promote Understanding Elizabeth Fennema, Thomas A. Romberg, 1999-04-01 Mathematics Classrooms That Promote Understanding synthesizes the implications of research done by the National Center for Research in Mathematical Sciences on integrating two somewhat diverse bodies of scholarly inquiry the study of teaching and the study of learning mathematics This research was organized around content domains and or continuing issues of education such as equity and assessment of learning and was guided by two common goals defining the mathematics content of the K 12 curriculum in light of the changing mathematical needs of citizens for the 21st century and identifying common components of classrooms that enable students to learn the redefined mathematics with understanding To accomplish these goals classrooms in which instruction facilitated the growth of understanding were established and or studied This volume reports and discusses the findings which grew out of this research and subsequent papers and discussions among the scholars engaged in the endeavor Section I Setting the Stage focuses on three major threads What mathematics should be taught how we should define and increase students understanding of that mathematics and how learning with understanding can be facilitated for all students Section II Classrooms That Promote Understanding includes vignettes from diverse classrooms that illustrate classroom discourse student work and student engagement in the mathematics described in Chapter 1 as well as the mental activities described in Chapter 2 These chapters also illustrate how teachers deal with the equity concerns described in Chapter 3 Section III addresses Developing Classrooms That Promote Understanding The knowledge of the teaching learning process gained from the research reported in this volume is a necessary prerequisite for implementing the revisions called for in the current reform movement The classrooms described show that innovative reform in teaching and learning mathematics is possible Unlike many volumes reporting research this book is written at a level appropriate for master s degree students Very few references are included in the chapters themselves instead each chapter includes a short annotated list of articles for expanded reading which provides the scholarly basis and research substantiation for this volume *Teaching Mathematics in Diverse Classrooms* Benny F. Tucker, Ann H. Singleton, Terry L. Weaver, 2013

Through a variety of straight forward easy to use lesson plans and learning activities that illustrate specific mathematical concepts and skills this title emphasizes the premise that effective mathematics teaching promotes understanding and understanding provides sound bases for skill development and better retention of material **Teaching Mathematics in Diverse Classrooms for Grades K-4** Benny F. Tucker, Ann H. Singleton, Terry L. Weaver, 2013 The book emphasizes that effective mathematics teachers plan lessons that include a more complete development of mathematical ideas use visuals supporting mental imagery present opportunities for kinesthetic learning activities provide chances for children to communicate their understanding of mathematics and allow for continual monitoring of student learning Lessons include straightforward easy to use learning activities illustrating specific mathematical concepts and skills visuals to help

develop mental imagery and opportunities for active student learning publisher website **Second Handbook of Research on Mathematics Teaching and Learning** Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community *Teaching in the Standards-based Classroom* ,2001 Virtually every national standards document every state framework and every local set of standards calls for fundamental changes in what and how teachers teach The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards This issue describes that vision and suggests ways to use the standards mandated in your school to improve your practice to help you teach in your standards based classroom

How Chinese Teach Mathematics and Improve Teaching Yeping Li, Rongjin Huang, 2013 How Chinese Teach Mathematics and Improve Teaching builds upon existing studies to examine mathematics classroom instruction in China It combines contributions from Chinese scholars with commentary from key Western scholars to offer a truly systematic examination of some important and distinctive features of mathematics classroom instruction Viewing classroom instruction as part of teachers instructional practices this book goes beyond teachers in classroom instructional practice by also examining Chinese teachers approaches and practices in developing and improving teaching Through this unique approach How Chinese Teach Mathematics and Improve Teaching expands and unpacks the otherwise fragmented knowledge about Chinese practices in developing and carrying out mathematics classroom instruction **What We Know About**

Mathematics Teaching and Learning McREL, 2011-09-20 This book supports mathematics education reform and brings the rich world of education research and practice to pre K 12 educators Designed for accessibility each chapter is broken down into important questions For each question the authors provide background information from a research perspective offer implications for improving classroom instruction and list resources for further reading **Strategies for Teaching**

Mathematics Deborah V. Mink, Janis Drab Fackler, Linda H., 2009-07-15 Enhance mathematics instruction and build students understanding of mathematical concepts with this practical research based resource Choose from a wide range of easy to

implement strategies that enhance mathematics instruction including developing students mathematical vocabulary and problem solving abilities assessing students mathematics thinking and using manipulatives Highlights include tips on planning instruction and managing the mathematics classroom plus differentiation strategies for each lesson This resource is correlated to College and Career Readiness and other state standards

Landscapes of Investigation Miriam Godoy Penteado,Ole Skovsmose,2022-12-09 Creating landscapes of investigation is a primary concern of critical mathematics education It enables us to organise educational processes so that students and teachers are able to get involved in explorations guided by dialogical interactions It attempts to address explicit or implicit forms of social injustice by means of mathematics and also to promote a critical conception of mathematics challenging the assumption that the subject represents objectivity and neutrality Landscapes of Investigation provides many illustrations of how this can be done in primary secondary and university education It also illustrates how exploring landscapes of investigation can contribute to mathematics teacher education programmes This edited volume is the result of a collaboration established through the Colloquium in Research in Critical Mathematics Education which took place in 2016 2018 and 2019 in Brazil Its twenty eight contributors are young researchers from Brazil Chile Colombia India Mexico and the USA who are dedicated to the further development of critical mathematics education Organised in eighteen chapters the volume presents examples of engaging students from a diversity of social and economic backgrounds age ranges and abilities across different countries The chapters present original findings on the social aspects of all levels of mathematics education Landscapes of Investigation is of particular relevance to those with an interest in the potential of mathematics education to challenge social injustices

Teaching Secondary Mathematics Gregory Hine,Robyn Reaburn,Judy Anderson,Linda Galligan,Colin Carmichael,Michael Cavanagh,Bing Ngu,Bruce White,2016-08-15 Technology plays a crucial role in contemporary mathematics education Teaching Secondary Mathematics covers major contemporary issues in mathematics education as well as how to teach key mathematics concepts from the Australian Curriculum Mathematics It integrates digital resources via Cambridge HOTmaths www.hotmaths.com.au a popular award winning online tool with engaging multimedia that helps students and teachers learn and teach mathematical concepts This book comes with a free twelve month subscription to Cambridge HOTmaths Each chapter is written by an expert in the field and features learning outcomes definitions of key terms and classroom activities including HOTmaths activities and reflective questions Teaching Secondary Mathematics is a valuable resource for pre service teachers who wish to integrate contemporary technology into teaching key mathematical concepts and engage students in the learning of mathematics

Statistical Literacy at School Jane M.

Watson,2013-05-13 This book reveals the development of students understanding of statistical literacy It provides a way to see student thinking and gives readers a deeper sense of how students think about important statistical topics Intended as a complement to curriculum documents and textbook series it is consistent with the current principles and standards of the

National Council of Teachers of Mathematics The term statistical literacy is used to emphasize that the purpose of the school curriculum should not be to turn out statisticians but to prepare statistically literate school graduates who are prepared to participate in social decision making Based on ten years of research with reference to other significant research as appropriate the book looks at students thinking in relation to tasks based on sampling graphical representations averages chance beginning inference and variation which are essential to later work in formal statistics For those students who do not proceed to formal study as well as those who do these concepts provide a basis for decision making or questioning when presented with claims based on data in societal settings Statistical Literacy at School Growth and Goals establishes an overall framework for statistical literacy in terms of both the links to specific school curricula and the wider appreciation of contexts within which chance and data handling ideas are applied demonstrates within this framework that there are many connections among specific ideas and constructs provides tasks adaptable for classroom or assessment use that are appropriate for the goals of statistical literacy presents extensive examples of student performance on the tasks illustrating hierarchies of achievement to assist in monitoring gains and meeting the goals of statistical literacy and includes a summary of analysis of survey data that suggests a developmental hierarchy for students over the years of schooling with respect to the goal of statistical literacy Statistical Literacy at School Growth and Goals is directed to researchers curriculum developers professionals and students in mathematics education as well those across the curriculum who are interested in students cognitive development within the field to teachers who want to focus on the concepts involved in statistical literacy without the use of formal statistical techniques and to statisticians who are interested in the development of student understanding before students are exposed to the formal study of statistics Algebra in the Early Grades James J.

Kaput, David W. Carraher, Maria L. Blanton, 2017-09-25 This volume is the first to offer a comprehensive research based multifaceted look at issues in early algebra In recent years the National Council for Teachers of Mathematics has recommended that algebra become a strand flowing throughout the K 12 curriculum and the 2003 RAND Mathematics Study Panel has recommended that algebra be the initial topical choice for focused and coordinated research and development in K 12 mathematics This book provides a rationale for a stronger and more sustained approach to algebra in school as well as concrete examples of how algebraic reasoning may be developed in the early grades It is organized around three themes The Nature of Early Algebra Students Capacity for Algebraic Thinking Issues of Implementation Taking Early Algebra to the Classrooms The contributors to this landmark volume have been at the forefront of an effort to integrate algebra into the existing early grades mathematics curriculum They include scholars who have been developing the conceptual foundations for such changes as well as researchers and developers who have led empirical investigations in school settings Algebra in the Early Grades aims to bridge the worlds of research practice design and theory for educators researchers students policy makers and curriculum developers in mathematics education **Handbook of International Research in Mathematics**

Education Lyn D. English, David Kirshner, 2010-04-02 This book brings together mathematics education research that makes a difference in both theory and practice research that anticipates problems and needed knowledge before they become impediments to progress On Evaluating Curricular Effectiveness National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Mathematical Sciences Education Board, Committee for a Review of the Evaluation Data on the Effectiveness of NSF-Supported and Commercially Generated Mathematics Curriculum Materials, 2004-11-12 This book reviews the evaluation research literature that has accumulated around 19 K 12 mathematics curricula and breaks new ground in framing an ambitious and rigorous approach to curriculum evaluation that has relevance beyond mathematics The committee that produced this book consisted of mathematicians mathematics educators and methodologists who began with the following charge Evaluate the quality of the evaluations of the thirteen National Science Foundation NSF supported and six commercially generated mathematics curriculum materials Determine whether the available data are sufficient for evaluating the efficacy of these materials and if not Develop recommendations about the design of a project that could result in the generation of more reliable and valid data for evaluating such materials The committee collected reviewed and classified almost 700 studies solicited expert testimony during two workshops developed an evaluation framework established dimensions criteria for three methodologies content analyses comparative studies and case studies drew conclusions on the corpus of studies and made recommendations for future research *Technology in Mathematics Education: Contemporary Issues* Dragana Martinovic, Douglas McDougall, Zerkeriya Karadag, 2012

Mathematical and Analogical Reasoning of Young Learners Lyn D. English, 2004-07-19 This book draws upon studies of the development of young children s mathematical and analogical reasoning in the United States and Australia to address a number of significant issues in the mathematical development of young children Mathematical Tasks in Classrooms Around the World , 2010-01-01 Mathematical tasks have long been recognized as crucial mediators between mathematical content and the mathematics learner For many people the mathematics classroom is defined by the type of tasks one finds there and this is appropriate Mathematical tasks are the embodiment of the curricular pretext that brings each particular set of individuals together in every mathematics classroom In other contexts individuals come together to engage in musical performances or dramatic performances The performances of the mathematics classroom are largely the performance of mathematical tasks and if we are to understand and facilitate the learning that is the purpose of such settings then we must understand the nature of the performances that we find there The classroom performance of a task is ultimately a unique synthesis of task teacher students and situation Of particular interest are differences in the function of mathematically similar tasks when employed by different teachers in different classrooms for different instructional purposes with different students By making comparison possible between the classroom use of mathematical tasks in different classrooms around the world the analyses reported in this book reveal the profound differences in how each teacher utilises mathematical tasks in

partnership with their students to create a distinctive form of mathematical activity 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 characterisation of practice in the classrooms of competent teachers and the development of theory

The Future of the Teaching and Learning of Algebra Kaye Stacey, Helen Chick, Margaret Kendal, 2006-04-11 Kaye Stacey Helen Chick and Margaret Kendal The University of Melbourne Australia Abstract This section reports on the organisation procedures and publications of the ICMI Study The Future of the Teaching and Learning of Algebra Key words Study Conference organisation procedures publications The International Commission on Mathematical Instruction ICMI has since the 1980s conducted a series of studies into topics of particular significance to the theory and practice of contemporary mathematics education Each ICMI Study involves an international seminar the Study Conference and culminates in a published volume intended to promote and assist discussion and action at the international national regional and institutional levels The ICMI Study running from 2000 to 2004 was on The Future of the Teaching and Learning of Algebra and its Study Conference was held at The University of Melbourne Australia from December to 2001 It was the first study held in the Southern Hemisphere There are several reasons why the future of the teaching and learning of algebra was a timely focus at the beginning of the twenty first century The strong research base developed over recent decades enabled us to take stock of what has been achieved and also to look forward to what should be done and what might be achieved in the future In addition trends evident over recent years have intensified Those particularly affecting school mathematics are the massification of education continuing in some countries whilst beginning in others and the advance of technology

ENC Focus, 2000 *European and Chinese Cognitive Styles and their Impact on Teaching Mathematics* Filippo Spagnolo, Benedetto Di Paola, 2010-04-05 The book provides strong evidence that research on the cognitive processes from arithmetic thought to algebraic thought should take into consideration the socio cultural context It is an important contribution to the literature on linguistic structure in comparative studies related to Chinese student mathematics learning This book not only makes a great contribution to research in mathematics education the findings of this study also addressed insightful approaches and thoughts of understanding the development of algebraic thinking in cultural contexts for classroom teachers Using written Chinese language from different theoretical references provided wonderful approaches for understanding student algebra cognitive development in a different way and calls educators for to pay special attention to an epistemological and linguistic

view of algebraic development The findings inform classroom teachers that the cultural context plays an important role in student learning mathematics A typical analysis of the cognitive dimension involved in some in the historical and cultural contexts is a great resource for classroom teachers I really enjoyed reading this book and learned a lot from its compelling analysis Shuhua An Associate Professor and Director of Graduate Program in Mathematics Education California State University Long Beach

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