

# PATHWAYS TO NUMBER

Children's Developing Numerical Abilities



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# Pathways To Number Childrens Developing Numerical Abilities

**Jacqueline Bideaud, Claire Meljac, Jean-Paul Fischer**



## **Pathways To Number Childrens Developing Numerical Abilities:**

*Pathways To Number* Jacqueline Bideaud, Claire Meljac, Jean-Paul Fischer, 2013-03-07 This volume celebrates the 50th anniversary of the famous and influential work of Jean Piaget and Alina Szeminska *The Child's Conception of Number* It is a tribute to those two authors as well as to the entire Geneva school that pioneered the genetic study of cognitive structures in children Dealing with the process of the child's construction of the notion of number a very important subject for the child as well as for the teacher the researcher and the practicing psychologist it summarizes the progress that has been made and outlines new research directions in this area The book is a compilation of the work of the foremost international researchers in this area and includes a wide spectrum of viewpoints and schools of thought It also introduces several new authors from Europe including students of Piaget to the American academic community *Pathways to number : children's developing numerical abilities* Jacqueline Bideaud, 1992 *Perceptual and Cognitive Development* Rochel Gelman, Terry Kit-Fong Au, 1996-06-17 *Perceptual and Cognitive Development* illustrates how the developmental approach yields fundamental contributions to our understanding of perception and cognition as a whole The book discusses how to relate developmental comparative and neurological considerations to early learning and development and it presents fundamental problems in cognition and language such as the acquisition of a coherent organized and shared understanding of concepts and language Discussions of learning memory attention and problem solving are embedded within specific accounts of the neurological status of developing minds and the nature of knowledge Research advances and theoretical reorientations are updated in the Second Edition the revision focuses more attention on the cognitive and biological sciences and neuroscience Illustrates how the developmental approach can yield fundamental contributions to our understanding of perception and cognition as a whole Discussions of learning memory and attention permeate individual chapters *Decolonizing Qualitative Approaches for and by the Caribbean* Saran Stewart, 2020-02-01 As academics in postcolonial Caribbean countries we have been trained to believe that research should be objective a measurable benefit to the public good and quantifiable in nature so as to generalize findings to develop knowledge societies for economic growth What happens however when the very word research connotes a derogatory term or semblance of distrust Smith 1999 speaks towards the distrustful nature of the term as a legacy of European imperialism and colonialism Against this backdrop how do Caribbean researchers leverage recognized and valued indigenous methods of knowing and understanding for and by the Caribbean populace How do we learn from indigenous research methods such as Kaupapa Maori Smith 1999 and develop an understanding of research that is emancipatory in nature Decolonizing qualitative methods are rooted in critical theory and grounded in social justice resistance change and emancipatory research for and by the Other Said 1978 Rodney's 1969 legacy of groundings provides a Caribbean oriented ethnographic approach to collecting data about people and culture It is an anti imperialist method of data collection focused on the socioeconomic and political environment within the post colonial context Similar to Rodney other

critical Caribbean scholars have moved the research discourse to center on the notions of resistance struggle Chevannes 1995 Feraria 2009 and decolonizing methodologies This proposed edited volume will provide a collective body of scholarship for innovative uses of decolonizing qualitative research In order to theorize and conduct decolonizing research one can argue that the researcher as self and as the Other needs to be interrogated Borrowing from an autoethnographic ontology the researcher or investigator recognizes the self as the unit of measure and there is a concerted effort to continuously see the self seeing the self through and as the other Alexander 2005 Ellis 2004 This level of interrogation may require frameworks such as Reasonable Humanism in which there is a clear understanding of the role of the researcher and researched from a physiological and psychosocial standpoint Thereafter the researcher is better prepared to enter into a discourse about decolonizing methodologies The origins of qualitative inquiry in the Caribbean can be traced to political and economic discourses Marxism postcolonialism neocolonialism capitalism liberalism postmodernism which have challenged ways of knowing and the construction of knowledge Evans 2009 traced the origins of qualitative inquiry to slave narratives proprietor s journals missionaries reports and travelogues Common to the Caribbean is an understanding of how colonial legacies of research have ridiculed oral traditions language and ways of knowing often rendering them valueless and inconsequential This proposed edited volume acknowledges the significance of decolonizing approaches to qualitative research in the Caribbean and the wider Caribbean diaspora It includes an audience of scholars teacher researchers and students primarily in and across the humanities social sciences and educational studies This proposed volume would provide much needed knowledge and best practice strategies to the community of researchers engaged in decolonizing methodologies Additionally this volume will allow readers to think of new imaginings of research design that deconstruct power and privilege to benefit knowledge communities and participants It will spark key objectives directions and frameworks for deeper discussions and interrogations of normative westernized and hegemonic approaches to qualitative research Lastly the volume will welcome empirical studies of application of decolonizing methodologies and theoretical studies that frame critical discourse

**On the Development of Space-Number Relations: Linguistic and Cognitive Determinants, Influences, and Associations** Hans-Christoph Nuerk, Krzysztof Cipora, Frank Domahs, Maciej

Haman, 2020-03-30 *Teaching Number in the Classroom with 4-8 Year Olds* Ann K Stafford, 2006-01-05 This user friendly resource presents an inquiry based approach to classroom instruction and covers beginning number and early counting strategies as well as multi digit addition subtraction multiplication and division *Mental Computation and Estimation* Charalampos Lemonidis, 2015-12-01 Mental calculations and estimations are basic everyday skills that are essential for real life arithmetic operations and number sense This book presents a much needed overview and analysis of mental computation and estimation drawing on contemporary research and empirical studies that were conducted on students teachers and adults to cover all aspects of this complex field Mental Computation and Estimation analyses the implications that are

involved in the research teaching and learning of mathematics and delivers effective practices that will enhance everyday learning for students Focusing on a range of international research and studies from the School of Nature and Life Mathematics in Greece it answers a number of important questions including What mental calculations and estimations are why they are important and what other mathematical concepts and cognitive behaviors are they related to What strategies are used on mental additions subtractions multiplications and divisions and how are multiplication tables learned What are the new trends in the teaching of mental calculation and estimation An invaluable resource for all those involved in the practice and research of mathematics education Mental Computation and Estimation will also be a useful tool for researchers policy makers and developers of educational programs     The Wiley Handbook of Developmental Psychology in Practice Kevin Durkin,H. Rudolph Schaffer,2016-02-16 An authoritative new work exploring the themes of communication and implementation of research within developmental psychology a scientific field with extensive real world value in addressing problems faced by individuals families and services Brings together the insights of a stellar group of contributors with personal experience translating developmental psychology research into practice Accessibly structured into sections exploring family processes and child rearing practices educational aspects and clinical applications Goes beyond traditional reviews of literature in the field to report on practical implementation of research findings including the challenges faced by authors Serves as an invaluable resource for developmental psychologists practitioners working in the field of child development and policymakers working on issues affecting children and families     Early Childhood Assessment National Research Council,Division of Behavioral and Social Sciences and Education,Board on Testing and Assessment,Board on Children, Youth, and Families,Committee on Developmental Outcomes and Assessments for Young Children,2008-12-21 The assessment of young children s development and learning has recently taken on new importance Private and government organizations are developing programs to enhance the school readiness of all young children especially children from economically disadvantaged homes and communities and children with special needs Well planned and effective assessment can inform teaching and program improvement and contribute to better outcomes for children This book affirms that assessments can make crucial contributions to the improvement of children s well being but only if they are well designed implemented effectively developed in the context of systematic planning and are interpreted and used appropriately Otherwise assessment of children and programs can have negative consequences for both The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments     Diversity Dimensions in Mathematics and Language Learning Annemarie Fritz,Erkan Gürsoy,Moritz Herzog,2021-06-08 Extensive research is available on language acquisition and the acquisition of mathematical skills in early childhood But more recently research has turned to

the question of the influence of specific language aspects on acquisition of mathematical skills This anthology combines current findings and theories from various disciplines such as neuro psychology linguistics didactics and anthropology

**Psychology of Learning and Motivation** ,1993-12-07 With a long standing tradition for excellence this series is a collection of quality papers that are widely read by researchers in cognitive and experimental psychology Each chapter thoughtfully integrates the writings of leading contributors who present and discuss significant bodies of research relevant to their discipline

**The Development of Mathematical Skills** Chris Donlan,2022-02-16 Current research into the psychology of children s mathematics is extremely diverse The present volume reflects this diversity it is unique in its breadth bringing together accounts of cutting edge research from widely differing sometimes opposing viewpoints The reader with a grounding in developmental psychology but no knowledge of mathematical development will enjoy a wide ranging and challenging summary of current trends Those already familiar with some of the work may take the opportunity to broaden their knowledge and to evaluate new methodologies and the insights they offer The book is an invitation to explore a complex set of phenomena for which no unitary explanation can be offered It aims to show that apparently disparate research perspectives may be complementary to each other and to suggest that progress towards a comprehensive account of mathematical skills may require a broad based understanding of research from more than one viewpoint

**Teaching Number** Robert J Wright,Garry Stanger,Ann K Stafford,James Martland,2006-08-30 The book lets teachers identify where their students are in terms of number skills and sets out a strategy for developing their knowledge The authors show how to advance children s learning across five stages of early arithmetical learning emergent perceptual figurative initial number and facile number This provides for increasingly sophisticated number strategies across addition subtraction multiplication and division as well as developing children s number word and numeral knowledge and their ability to structure number and have grouping strategies The approach used nine guiding principles for teaching Each chapter has clearly defined teaching procedures which show how to take the children onto the next more sophisticated stage The teaching procedures are organized into key teaching topics and each includes a clearly defined purpose detailed instructions activities learning tasks and reinforcing games lists of responses which children may make application in whole class small group and individualised settings a link to the Learning Framework in Number see Early Numeracy second edition 2005 how the guiding principles for teaching can be used to allow teachers to evaluate and reflect upon their practice Primary practitioners in Australia the United States the United Kingdom and Canada have tested the teaching procedures which can be used in conjunction with each country s numeracy strategy Primary teachers especially of the early years mathematics co ordinators heads of school mathematics advisers special educationalists learning support personnel teacher assistants lecturers in initial teacher training and educational psychologists will all find this book invaluable

Mathematical Reasoning Raymond Nickerson,2011-02-25 The development of mathematical competence both by humans

as a species over millennia and by individuals over their lifetimes is a fascinating aspect of human cognition This book explores when and why the rudiments of mathematical capability first appeared among human beings what its fundamental concepts are and how and why it has grown into the richly branching complex of specialties that it is today It discusses whether the truths of mathematics are discoveries or inventions and what prompts the emergence of concepts that appear to be descriptive of nothing in human experience Also covered is the role of esthetics in mathematics What exactly are mathematicians seeing when they describe a mathematical entity as beautiful There is discussion of whether mathematical disability is distinguishable from a general cognitive deficit and whether the potential for mathematical reasoning is best developed through instruction This volume is unique in the vast range of psychological questions it covers as revealed in the work habits and products of numerous mathematicians It provides fascinating reading for researchers and students with an interest in cognition in general and mathematical cognition in particular Instructors of mathematics will also find the book's insights illuminating

*Individual Differences in Arithmetic* Ann Dowker, 2005-11-30 Standards in numeracy are a constant concern to educational policy makers However why are differences in arithmetical performance so marked In *Individual Differences in Arithmetic* Ann Dowker seeks to provide a better understanding of why these differences in ability exist encouraging a more informed approach to tackling numeracy difficulties This book reviews existing research by the author and by others on the subject of arithmetical ability and presents strong evidence to support a componential view of arithmetic Focusing primarily on children but including discussion of arithmetical cognition in healthy adults and neuropsychological patients each of the central components of arithmetic is covered Within this volume findings from developmental educational cognitive and neuropsychological studies are integrated in a unique approach This book covers subjects such as Counting and the importance of individual differences Arithmetic facts procedures and different forms of memory Causes of and interventions with mathematical difficulties The effects of culture language and experience The educational implications of these findings are discussed in detail revealing original insights that will be of great interest to those studying or researching in the areas of education neuroscience and developmental and cognitive psychology Hong Kong's Young Children Sylvia Oppen, 1996-09-01 Written for local students of early childhood education kindergarten teachers and child care workers this book presents a detailed picture of normal early child development in Hong Kong The information will help the understanding of Chinese children aged between three and six years and can be used to prepare develop mentally appropriate learning activities

*Dyscalculia* Brian Butterworth, 2025-09-22 In this new edition of his best selling text Brian Butterworth explains the very latest research in the science of dyscalculia in a clear non technical way Crucially he shows that dyscalculia is caused by a core deficit in the ability to accurately and swiftly represent the number of objects in a set an ability that underpins learning arithmetic and clearly differentiates dyscalculia from other forms of early mathematical learning difficulties This new edition includes a review of the new evidence for effective intervention examines

new research on the role of memory intelligence and how they interact with the core deficit With new chapters on number sense the arithmetical brain governmental changes around the world and evaluations of new interventions this invaluable text is fully supported with a wide selection of online useful resources and courses Butterworth uniquely links research to pedagogical practice to explain how science can be used for the identification of dyscalculia and for the development of strategies to best help affected learners acquire arithmetical competence The text provides robust interventions that focus on helping pupils to strengthen their ability to process numerosities and link them to the familiar number symbols counting words and digits It shows that science has clear and specific implications both for assessment and intervention A landmark publication for the dyscalculia community this second edition of *Dyscalculia From Science to Education* will become an essential resource for teachers professionals parents and sufferers as well as for university courses that include specific learning disabilities *The Cambridge Handbook of Psycholinguistics* Michael Spivey, Marc Joanisse, Ken McRae, 2012-08-20

This comprehensive collection of chapters is written by leading researchers in psycholinguistics from a wide array of subfields **International Handbook of Mathematical Learning Difficulties** Annemarie Fritz, Vitor Gerald Haase, Pekka Räsänen, 2019-01-30 This comprehensive volume provides teachers researchers and education professionals with cutting edge knowledge developed in the last decades by the educational behavioural and neurosciences integrating cognitive developmental and socioeconomic approaches to deal with the problems children face in learning mathematics The neurocognitive mechanisms and the cognitive processes underlying acquisition of arithmetic abilities and their significance for education have been the subject of intense research in the last few decades but the most part of this research has been conducted in non applied settings and there s still a deep discrepancy between the level of scientific knowledge and its implementation into actual educational settings Now it s time to bring the results from the laboratory to the classroom Apart from bringing the theoretical discussions to educational settings the volume presents a wide range of methods for early detection of children with risks in mathematics learning and strategies to develop effective interventions based on innovative cognitive test instruments It also provides insights to translate research knowledge into public policies in order to address socioeconomic issues And it does so from an international perspective dedicating a whole section to the cultural diversity of mathematics learning difficulties in different parts of the world All of this makes the *International Handbook of Mathematical Learning Difficulties* an essential tool for those involved in the daily struggle to prepare the future generations to succeed in the global knowledge society **Teaching Number in the Classroom with 4-8 Year Olds** Robert J Wright, Garry Stanger, Ann K. Stafford, James Martland, 2014-10-17 Bring the principles and practice of the acclaimed Mathematics Recovery Programme to whole class teaching WHY INVEST IN THE NEW EDITION In full colour with a revised layout for clearer navigation More up to date tasks activities and real classroom examples Learning trajectories for guiding instruction and tracking progress on key topics Extra resources online on the companion website Part of the best selling Maths Recovery



series this practical step by step guide to classroom instruction takes an inquiry based approach to assess children's knowledge and build on this to develop a firm foundation of understanding and confidence in mathematics Topics covered range from beginning number and early counting strategies to multi digit addition and subtraction right through to multiplication and division An invaluable resource for use on pre service teacher training courses and for all primary classroom teachers and assistants including experienced Mathematics Recovery instructors as well as learning support personnel primary mathematics advisors numeracy consultants and educational psychologists WHAT EXTRAS ARE ON THE COMPANION WEBSITE Downloadable extra chapter resources like print out grids worksheets cards and much more A Facilitator's Guide that can be used either individually or in group study to help you get the most out of the material In class video demonstrations to clearly show how the instructional activities in the book are used in the classroom Webinar discussing the key points in the book and how it supports your teaching Research informs practice in this easy to access resource Each chapter gives educators practical bite sized assessments linked to a host of activities that helps them target teaching and develop the firm foundations which are so vital for confident and competent mathematicians Jill Piotrowski Numeracy Consultant Wigan Local Authority UK The Classroom Instructional Framework in Early Number is research based and provides a roadmap of not only the what but the when and the how to teach all aspects of early number Vicki Nally Mathematics Consultant at Catholic Education Office Melbourne The structured approach offers a wealth of rich and easily implemented classroom based activities that work thousands of teachers in Ireland attest to this Noreen O Loughlin Director Maths Recovery and Maths Education Lecturer Mary Immaculate College Limerick Ireland

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