



Relearning to Teach Arithmetic

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Relearning To Teach Arithmetic

L Reisser



Relearning To Teach Arithmetic:

Relearning Mathematics Rina Zazkis, 2011-08-01 This book is grounded in the author's experiences of teaching mathematics for prospective elementary school teachers and conducting research on their understanding of mathematical concepts. It is a reflection on practice and an attempt to cope with a double challenge that of a teacher in helping prospective teachers make sense of mathematics and that of a researcher in an attempt to understand and describe the challenges faced by students. This work fits within the current community interest on teacher education and provides a novel focus with both theoretical and practical considerations. The central claim in this book is that encounters with mathematical content by prospective elementary school teachers constitute relearning rather than learning of mathematics. The specific focus is on topics related to elementary number theory e.g. divisibility, prime factorization which is referred to as a forgotten queen following Gauss' reference to number theory as a queen of mathematics. This is the content area that has not received significant attention in mathematics education research. The book can be summarized as an attempt to address the following questions: What is relearning of mathematical content and how is it similar to or different from learning? What are the examples of specific mathematical topics or concepts that require relearning? What pedagogical approaches can support relearning? The detailed analysis of research data and pedagogical approaches presented in the book are intertwined with stories of personal experiences of the author which makes the reading not only intellectually stimulating but also enjoyable.

Relearning to Teach Arithmetic Susan Jo Russell, 1999-01-01 Promotes mathematical reasoning and imaginative problem solving rather than memorized and mechanical procedures 21981 Relearning to Teach Arithmetic, Multiplication and Division Guide Dale Seymour Publications, 1999 Promotes mathematical reasoning and imaginative problem solving rather than memorized and mechanical procedures **Relearning to Teach Arithmetic** Dale Seymour Publications, 1999 Promotes mathematical reasoning and imaginative problem solving rather than memorized and mechanical procedures

Teaching Resources for Low-achieving Mathematics Classes Kenneth J. Travers, 1972 Beyond Classical Pedagogy Terry Wood, Barbara Scott Nelson, Janet E. Warfield, 2014-04-04 The emergence of the National Council of Teachers of Mathematics Standards in 1989 sparked a sea change in thinking about the nature and quality of mathematics instruction in U.S. schools. Much is known about transmission forms of mathematics teaching and the influence of this teaching on students' learning, but there is still little knowledge about the alternative forms of instruction that have evolved from the recent widespread efforts to reform mathematics education. *Beyond Classical Pedagogy: Teaching Elementary School Mathematics* reports on the current state of knowledge about these new instructional practices which differ in significant ways from the traditional pedagogy that has permeated mathematics education in the past. This book provides a research-based view of the nature of facilitative teaching in its relatively mature form along with opposing views and critique of this form of pedagogy. The focus is on elementary school mathematics classrooms where the majority of the reform-based efforts have occurred and

on the micro level of teaching classroom interaction as a source for revealing the complexity involved in teaching teachers learning and the impact of both on children's learning. The work in elementary mathematics teaching is situated in the larger context of research on teaching. Research and insights from three disciplinary perspectives are presented: the psychological perspective centers on facilitative teaching as a process of teachers learning; the mathematical perspective focuses on the nature of the mathematical knowledge teachers need in order to engage in this form of teaching; the sociological perspective attends to the interactive process of meaning construction as teachers and students create intellectual communities in their classrooms. The multidisciplinary perspectives presented provide the editors with the necessary triangulation to provide confirming evidence and rich detail about the nature of facilitative teaching. Audiences for this book include scholars in mathematics education and teacher education, teacher educators, staff developers, and classroom teachers. It is also appropriate as a text for graduate courses in mathematics education, teacher education, elementary mathematics teaching methods, and methods of research in mathematics education. *ENC Focus*, 2001

The Effective Principal Barbara Scott Nelson, Annette Sassi, 2005. This volume examines how effective instructional leadership by principals and other school administrators is affected by their own knowledge and beliefs about learning, teaching, and subject matter. Using mathematics as a subject focus, the authors examine several specific aspects of instructional leadership such as teacher supervision and classroom observation, curriculum selection, and student assessment. Nelson and Sassi provide detailed portraits of administrators at work, illuminating key decision-making situations and the actions they choose to take. This important volume looks at a new image of the school principal, one that is tied more closely to learning and teaching. The authors discuss and offer important implications for mathematics education, educational policy, and school improvement. **Success in the Urban Classroom**, 2002

The AMTE Handbook of Mathematics Teacher Education Babette M. Benken, 2024-02-01. This new volume of The Association of Mathematics Teacher Educators (AMTE) Professional Book Series is a critical and timely resource that paves the way and guides the future of mathematics teacher education. The collection of work in this AMTE Handbook of Mathematics Teacher Education reflects on research and what we know about how best to prepare and support both mathematics teachers and mathematics teacher educators and presents what is happening in the field. Examples included in the 22 chapters highlight how we are preparing teachers across multiple contexts, e.g., within district in content courses for the major and grade ranges K-20, and all chapters highlight relevant connections to the AMTE Standards for Preparing Teachers of Mathematics. Most importantly, this volume explores what we do not yet fully understand and where we are going. In essence, it considers how we can move the field forward. The 95 contributing authors range from graduate students to those who have served as leaders in the field in multiple ways for many years. Authors include K-12 teachers, school administrators, district leaders, graduate students, higher education faculty, and professional development facilitators.

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

Comprehensive Evaluations Nancy Mather, Lynne E. Jaffe, 2010-11-11 An invaluable collection of sample case reports from experts in child and adolescent assessment With contributions from authorities in the fields of psychology and special education including Dawn Flanagan Elaine Fletcher Janzen Randy Kamphaus Nadeen Kaufman George McCloskey Jack Naglieri Cecil Reynolds and Gale Roid Comprehensive Evaluations provides over fifty sample case reports to help you draft carefully planned goal directed and comprehensive evaluations that clearly explain the reasons for a student's school related difficulties from preschool to postsecondary level A wellspring of information for educational professionals Comprehensive Evaluations provides models for writing diagnostic reports to accompany the tests most frequently administered in the evaluation of children adolescents and adults including the BASC 2 KABC II WAIS IV WISC IV and WJ III The reports reflect various disciplines within psychology and education different theoretical perspectives and paradigms and span a broad spectrum of disabilities The diagnostic reports found within Comprehensive Evaluations will help Expand your familiarity with widely used test instruments Enhance your understanding of the interpretation of test scores Improve your ability to tailor written reports to the purposes of the evaluation Translate assessment results into meaningful treatment recommendations Recognize the differences in what evaluators from various school districts agencies and private practices consider to be a comprehensive evaluation Appreciate how your theoretical perspective and choice of tests can influence diagnostic conclusions Determine a report writing style that meets your needs Comprehensive Evaluations deftly illustrates how thorough assessments help empirically pinpoint the reasons a student is struggling in school which then allows an evaluator to select the most appropriate accommodations and interventions to help the student succeed

Corrective Arithmetic for Supervisors, Teachers, and Teacher-training Classes Worth James Osburn, 1924

Resources in Education, 1998 *Proceedings of the Fourth International Congress on Mathematical Education* M. Zweng, Green, Kilpatrick, Pollack, Suydam, 2012-12-06 Henry O Pollak Chairman of the International Program Committee Bell

Laboratories Murray Hill New Jersey USA The Fourth International Congress on Mathematics Education was held in Berkeley California USA August 10 16 1980 Previous Congresses were held in Lyons in 1969 Exeter in 1972 and Karlsruhe in 1976 Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries at least half of these come from outside of North America About 450 persons participated in the program either as speakers or as presiders approximately 40 percent of these came from the U S or Canada There were four plenary addresses they were delivered by Hans Freudenthal on major problems of mathematics education Hermina Sinclair on the relationship between the learning of language and of mathematics Seymour Papert on the computer as carrier of mathematical culture and Hua Loo Keng on popularising and applying mathematical methods George Polya was the honorary president of the Congress illness prevented his planned attendance but he sent a brief presentation entitled Mathematics Improves the Mind There was a full program of speakers panelists debates miniconferences and meetings of working and study groups In addition 18 major projects from around the world were invited to make presentations and various groups representing special areas of concern had the opportunity to meet and to plan their future activities

PREP Report ,1972 The Mathematical Education of Teachers Conference Board of the Mathematical Sciences,2001 A report on the state of current thinking on curriculum and policy issues affecting the mathematical education of teachers with the goal of stimulating campus efforts to improve programs for prospective K 12 teachers Its primary audience is members of the mathematics faculties and administrators at colleges and universities but the report may also be of interest to math supervisors in school districts and state education departments to education policy bodies at the state and national levels and to accreditation and certification organizations c

Book News Inc Principles and Methods of Teaching Arithmetic James Robert Overman,1920 Case Studies of Teacher Development Barbara B. Levin,2003-01-30 This book represents the results of a 15 year longitudinal study based on in depth case studies of the development of four teachers pedagogical thinking These studies illustrate how teachers thinking about children s behavior development learning and teaching develops over time based on their personal and professional life experiences It is an especially significant book because understanding how pedagogical thought develops over time and how these ideas are put into action in classrooms can be used to improve teacher education teacher induction and teacher retention programs Case Studies of Teacher Development An In Depth Look At How Thinking About Pedagogy Develops Over Time provides insight into reasons why some teachers remain and others leave the teaching profession combines narrative with scholarship highlights the voices of four educators through extensive quotes from their interviewers includes vignettes of their classroom teaching and incorporates their own writing contributes to the field of teacher education and teacher development because of the long duration of the four case studies 1985 2000 and the accompanying scholarly analysis of internal and external influences on their lives as teachers and addresses changes in the nature of qualitative research as it influenced this longitudinal study over time At a time when teacher induction and teacher retention are critically important

this book will help teacher educators school and district leaders and policymakers understand better how to retain novice and experienced teachers by supporting their professional growth and development Indian Education ,1955

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