Perspectives on Adults Learning Mathematics

Research and Practice

Edited by

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<u>Perspectives On Adults Learning Mathematics Research</u> And Practice

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Perspectives On Adults Learning Mathematics Research And Practice:

Perspectives on Adults Learning Mathematics D. Coben, J. O'Donoghue, Gail E. FitzSimons, 2006-05-10 At a time when the importance of lifelong education is becoming recognised around the world this is the first book to explore an important but hitherto neglected area adult mathematics education This book is about adults learning mathematics wherever and in whatever circumstances they do so It brings together researchers in the field and aims to lay the foundations for study and further research and practice in this fast developing area It aims to situate research and practice in adults learning mathematics within the wider field of lifelong learning and lifelong education and to be accessible both to the specialist and to the general adult reader The book features a comprehensive review of the field which sets the scene for sections on Perspectives on Research on Adults Learning Mathematics Adults Mathematics Culture and Society Adults Mathematics and Work and Perspectives in Teaching Adults Mathematics Topics covered include mathematics and common sense statistical literacy and numeracy new theories on learning mathematics mathematical competences for the workplace Navigating Numeracies Brian V. Street, Dave Baker, Alison ethnomathematics and the training of tutors Tomlin, 2006-03-14 Abstract This introduction sets the scene for the remainder of the book by considering first the international context of widespread concern about the improvement of numeracy skills This is related to reform movements in the UK the US and other countries aimed at modernising primary elementary school mathematics curricula A detailed account is given of the National Numeracy Strategy in England a systemic government imposed response to concern about standards implemented in 1999 2000 This includes a discussion of the alternative meanings of numeracy An earlier initiative sponsored by a UK charitable trust reacting to concern about primary numeracy was the Leverhulme Numeracy Research Programme This large scale longitudinal study and linked set of case study projects focusing on reasons for low attainment took place during 1997 2002 This book and each other in the same series is based on results of that research The timescale fortuitously enabled the research team to also report on some effects of the systemic reform in the National Numeracy Strategy 1 THE INTERNATIONAL CONTEXT In many countries there are recurring periods of national concern about the low standards of calculation skills shown by children in primary elementary schools Recently these concerns have become more urgent and more political with the publication of international comparisons of mathematical achievement first at secondary and more recently at primary level e g Lapointe Mead et al 1992 Mullis et al 1997 The Didactical Challenge of Symbolic Calculators Dominique Guin, 2005 While computational technologies are transforming the professional practice of mathematics as yet they have had little impact on school mathematics. This pioneering text develops a theorized analysis of why this is and what can be done to address it It examines the particular case of symbolic calculators equipped with computer algebra systems in secondary education Drawing on a substantial program of French innovation and research as well as closely related studies from Australia and the Netherlands it provides rich illustrations of the many aspects of

technology integration and of the ways in which these are shaped at different levels of the educational institution This text offers the first English language exposition of how an innovative synthesis of the theories of instrumentation and didactics can be used to illuminate the complexities of technology integration It offers important guidance for policy and practice through its analysis of the central role of the teacher and its identification of key principles for effective didactical design and management These distinctive features make this book essential reading for researchers teacher educators and graduate students in mathematics education and technology in education as well as for teachers of mathematics at upper secondary and university levels This is a revised English language edition of D Guin L Trouche Eds 2002 Calculatrices symboliques Transformer un outil en un instrument de travail math matique un probl me didactique Editions La Pens e Sauvage Grenoble

The Construction of New Mathematical Knowledge in Classroom Interaction Heinz Steinbring, 2006-03-30 Mathematics is generally considered as the only science where knowledge is uni form universal and free from contradictions Mathematics is a social product a net of norms as Wittgenstein writes In contrast to other institutions traffic rules legal systems or table manners which are often internally contradictory and are hardly ever unrestrictedly accepted mathematics is distinguished by coherence and consensus Although mathematics is presumably the discipline which is the most differentiated internally the corpus of mathematical knowledge constitutes a coher ent whole The consistency of mathematics cannot be proved yet so far no contra dictions were found that would question the uniformity of mathematics Heintz 2000 p 11 The coherence of mathematical knowledge is closely related to the kind of pro fessional communication that research mathematicians hold about mathematical knowledge In an extensive study Bettina Heintz Heintz 2000 proposed that the historical development of formal mathematical proof was in fact a means of estab lishing a communicable code of conduct which helped mathematicians make themselves understood in relation to the truth of mathematical statements in a co ordinated and Mathematical Relationships in Education Laura Black, Heather Mendick, Yvette Solomon, 2011-01-13 unequivocal way While demand for the mathematically literate citizen increases many learners continue to reject mathematics and experience it as excluding and exclusive even when they succeed at it In exploring this phenomenon this volume examines the ways in which learners form particular relationships with mathematics in the context of formal schooling **Exploring Probability** in School Graham A. Jones, 2006-03-30 Exploring Probability in School provides a new perspective into research on the teaching and learning of probability It creates this perspective by recognizing and analysing the special challenges faced by teachers and learners in contemporary classrooms where probability has recently become a mainstream part of the curriculum from early childhood through high school The authors of the book discuss the nature of probability look at the meaning of probabilistic literacy and examine student access to powerful ideas in probability during the elementary middle and high school years Moreover they assemble and analyse research based pedagogical knowledge for teachers that can enhance the learning of probability throughout these school years With the book s rich application of probability research to

classroom practice it will not only be essential reading for researchers and graduate students involved in probability education it will also capture the interest of educational policy makers curriculum personnel teacher educators and teachers

Humans-with-Media and the Reorganization of Mathematical Thinking Marcelo C. Borba, Monica E. Villarreal, 2005-03-22 This book offers a new conceptual framework for reflecting on the role of information and communication technology in mathematics education Discussion focuses on how computers writing and oral discourse transform education at an epistemological as well as a political level Building on examples research and theory the authors propose that knowledge is not constructed solely by humans but by collectives of humans and technologies of intelligence The Annual Review of Adult Learning and Literacy, Volume 3 John Comings, Barbara Garner, Cristine Smith, 2002-02-07 This unique publication is written for practitioners in the field of adult learning and literacy This third volume in the series from the National Center for the Study of Adult Learning and Literacy NCSALL This is a collection of the best new knowledge and practice in the field and includes an introduction by the editors and six articles by distinguished writers and practitioners as well as reviews of the best books and key journal articles published in the past year Contemporary Research in Adult and Lifelong Learning of Mathematics Katherine Safford-Ramus, Jürgen Maaß, Evelyn Süss-Stepancik, 2018-08-17 This book is a selection of 15 papers developed by participants in ICME 13 held in Hamburg presenting insights from the latest research on the andragogy of adult and lifelong learning of mathematics It also investigates open questions such as numeracy and mathematics skills social and psychological influences on learning environments as well as economic and political demands The chapters offer examples while at the same time highlighting important directions for further research The book is divided into four parts The first section provides an overview on the concept of numeracy and the second focuses on adult students who are learning mathematics the third part presents a teachers focus and the final part covers overarching themes The book is of interest to classroom teachers university teacher educators and professional development providers What Counts as Mathematics? Gail E. FitzSimons, 2005-12-15 J RGEN MAASS WOLFGANG SCHL GLMANN THEORY AND PRACTICE OF MATHEMATICS EDUCATION FOR ADULTS Our world is dominated by technological developments The philosopher Heinz H lsmann wrote that Atom Gen and Bit are the three basic principles now see H lsmann 1985 Each of the so called new technologies is based upon mathematics The first computer was built as a part of the Manhattan Project to calculate models of the atomic bomb The human genome project uses computers very often to find out the structure of the genome And computers are mathematical machines materialised mathematics Social organisations companies and not least governments use computers to process information A precondition for this is to formalise the social or economical structure which produces the information This formalisation is a type of mathematisation too The social and economical models of organisations or companies are a part of the process of mathematising the world Last but not least mathematics is a part of everyday life and work People handle money buy things do handywork at home measure areas to paint and so on All together

mathematics is not only the basis for technology economy work and everyday life but a part of our culture It seems clear that everyone in our society should know more about this **The Troika of Adult Learners, Lifelong Learning, and**Mathematics Katherine Safford-Ramus, Pradeep Kumar Misra, Terry Maguire, 2016-05-02 This book presents a synopsis of six emerging themes in adult mathematics numeracy and a critical discussion of recent developments in terms of policies provisions and the emerging challenges paradoxes and tensions It also offers an extensive review of the literature adult mathematics education Why do adults want to learn mathematics Did they enjoy mathematics at school so much that they want to continue NO Most of these adults have to learn mathematics because it is part of a formal qualification they need because their job demands the ability to apply mathematics or because they need basic numeracy in their daily lives Lastly the authors discuss five potential strategies to promote lifelong learning of mathematics among adult learners

Handbook of Research on Individualism and Identity in the Globalized Digital Age Topor, F. Sigmund, 2016-08-15 Globalization has shifted perspectives on individualism and identity as cultural exchange occurs more rapidly in an age of heightened connectivity. As technology connects those around the world it too helps to provoke a shift in the autonomy of individuals The Handbook of Research on Individualism and Identity in the Globalized Digital Age is an essential resource for researchers professionals and graduate level students This book explores and explains how globalization has impacted humans with specific emphasis on education and human development This research based publication presents critical perspectives on universal changes that are occurring due to globalization Second International Handbook of Mathematics Education Alan Bishop, M.A. (Ken) Clements, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-02-02 ALAN 1 BISHOP The first International Handbook on Mathematics Education was published by Kluwer Academic Publishers in 1996 However most of the writing for that handbook was done in 1995 and generally reflected the main research and development foci prior to 1994 There were four sections 36 chapters and some 150 people contributed to the final volume either as author reviewer editor or critical friend The task was a monumental one attempting to cover the major research and practice developments in the international field of mathematics education as it appeared to the contributors in 1995 Inevitably there were certain omissions some developments were only starting to emerge and some literatures were only sketchy and speculative However that Handbook has had to be reprinted three times so it clearly fulfilled a need and I personally hope that it lived up to what I wrote in its Introduction The Handbook thus attempts not merely to present a description of the international state of the field but also to offer synthetic and reflective overviews on the different directions being taken by the field on the gaps existing in our present knowledge on the current problems being faced and on the future possibilities for development Bishop et al 1996 Since that time there has been even more activity in our field and now seems a good time to take stock again to reflect on what has happened since 1995 and to create a second Handbook with the same overall goals Adults' Mathematical Thinking and Emotions Jeff Evans, 2000 The crisis around

teaching and learning of mathematics and its use in everyday life and work relate to a number of issues These include The doubtful transferability of school maths to real life contexts the declining participation in A level and higher education maths courses the apparent exclusion of some groups such as women and the aversion of many people to maths This book addresses these issues by considering a number of key problems in maths education and numeracy differences among social groups especially those related to gender and social class the inseparability of cognition and emotion in mathematical activity the understanding of maths anxiety in traditional psychological psychoanalytical and feminist theories how adults numerate thinking and performance must be understood in context The author's findings have practical applications in education and training such as clarifying problems of the transfer of learning and of countering maths anxiety Perspectives Children'S Math. Mtl V8#3 Martha Allexsaht-Snider, 2018-12-07 First published in 2006 This is a special issue of Mathematical Thinking and Learning Volume 8 Number 3 from 2006 that focuses on Urban Parents Perspectives on Children's Mathematics Learning and Issues of Equity in Mathematics Education Widening Participation, Higher Education and Non-Traditional Students Catherine A. Marshall, Sam J. Nolan, Douglas P. Newton, 2016-09-21 This book highlights the problems that have developed as students lack either the social or cultural capital to take the opportunity of Higher Education through conventional routes This might be due to leaving school early lacking entry qualifications or wanting to further their education and prospects after entering the workplace Foundation courses help to widen participation and create a route towards higher education This book offers tried and tested practical solutions from the notion of widening participation to recruitment of students and to ways of helping them to make the most of themselves and develop the skills they need to progress on degree courses of their choice Third International Handbook of Mathematics Education M.A. (Ken) Clements, Alan Bishop, Christine Keitel-Kreidt, Jeremy Kilpatrick, Frederick Koon-Shing Leung, 2012-11-15 The four sections in this Third International Handbook are concerned with a social political and cultural dimensions in mathematics education b mathematics education as a field of study c technology in the mathematics curriculum and d international perspectives on mathematics education These themes are taken up by 84 internationally recognized scholars based in 26 different nations Each of section is structured on the basis of past present and future aspects The first chapter in a section provides historical perspectives How did we get to where we are now the middle chapters in a section analyze present day key issues and themes Where are we now and what recent events have been especially significant and the final chapter in a section reflects on policy matters Where are we going and what should we do Readership Teachers mathematics educators ed policy makers mathematicians graduate students undergraduate students Large set of authoritative international authors

Resources in Education, 2000 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

New Directions for Situated Cognition in Mathematics Education Anne Watson, Peter Winbourne, 2008-01-03 This book draws together a range of papers by experienced writers in mathematics education who have used the concept of situated cognition in their research within recent years No other books are available which take this view specifically in mathematics education Thus it provides an up to date overview of developments and applications to which other researchers can refer and which will inspire future research

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