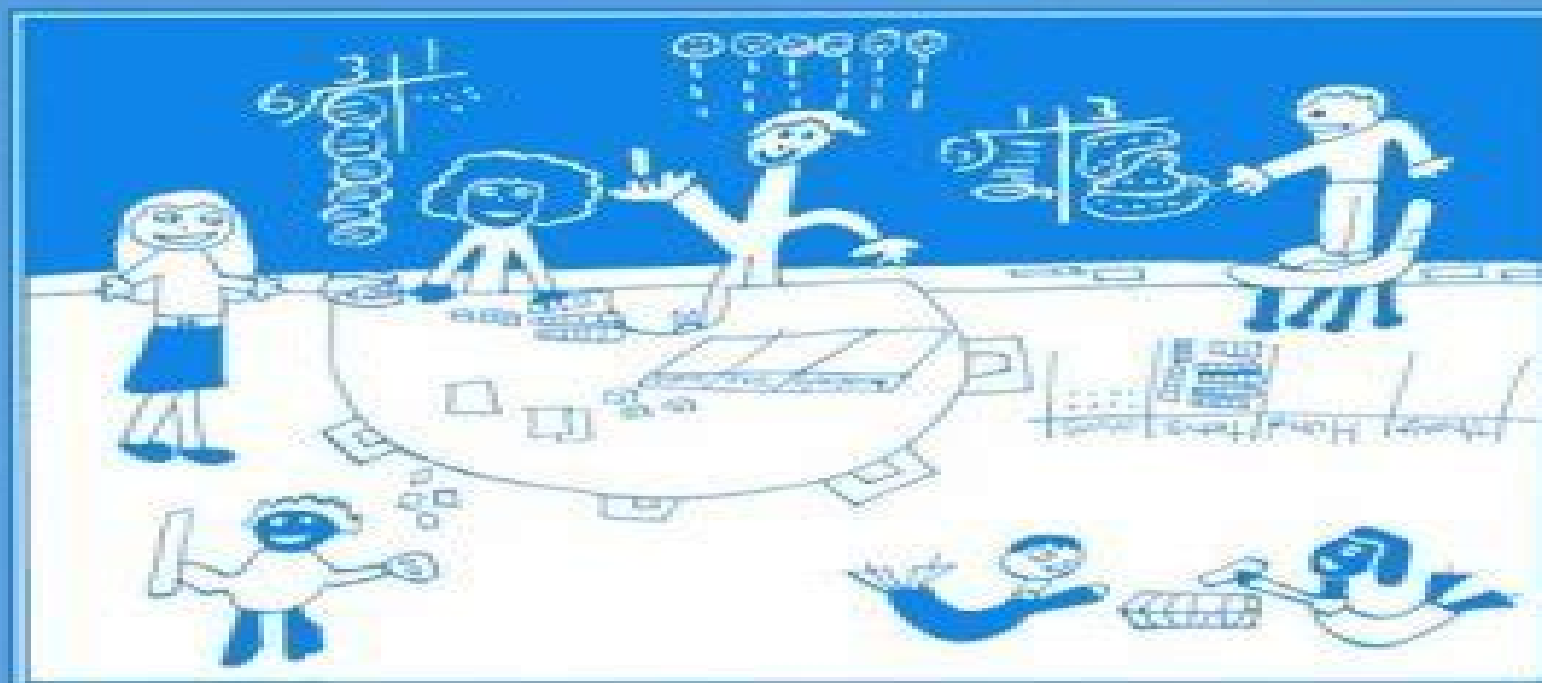


Reconstructing Mathematics Education

Stories of Teachers Meeting the Challenge of Reform



Deborah Schifter • Catherine Twomey Fosnot

Reconstructing Mathematics Education Stories Of Teachers Meeting The Challenge Of Reform

Lloyd Logan, Judyth Sachs



Reconstructing Mathematics Education Stories Of Teachers Meeting The Challenge Of Reform:

Reconstructing Mathematics Education Deborah Schifter, Catherine Twomey Fosnot, 1993-01-01 In recent years a consensus has emerged around a constructivist vision for mathematics education but few have seriously considered how to realise this vision Employing case studies the authors provide images of what is possible with this new mathematics pedagogy *Reconstructing Mathematics Education* contains the experiences of teachers who guided by evolving constructivist understandings of mathematics learning work to bring the vision to life in their day to day practice Meeting The Challenges of Primary Schooling Lloyd Logan, Judyth Sachs, 2005-08-03 Teachers in primary schools deal with a wide range of issues every day This book helps teachers to understand those issues and how they fit in with recent government policies and initiatives Each chapter looks at relevant statements of policy or initiative how these statements fit into the context of specific schools the challenges they present for those involved in schools how schools can respond to these challenges learning across contexts Each chapter has been written by one practitioner and one academic and between them the chapters cover the whole range of Australian primary schools *Enhancing Autonomy in Language Education* Manuel Jiménez Raya, Flávia Vieira, 2015-04-24 The book explores the idea that pedagogy for autonomy requires the integration of teacher and learner development and can be enhanced through a case based approach in teacher education A case based approach values experiential professional learning and expands professional competences necessary to promote autonomy in schools developing a critical view of language education managing local constraints so as to open up spaces for manoeuvre centring teaching on learning interacting with others in the professional community Two strategies to implement the approach are presented and illustrated The first one involves teachers in designing implementing and evaluating experiences of pedagogy for autonomy which are the basis for writing professional narratives and building a case portfolio The second draws on teachers pedagogical experience as the basis for the construction of case materials where experiential elements are combined with theoretical input and reflective tasks so that the teachers who use those materials can reflect about and explore their own practice **Resources in Education** , 1997 Constructivism Catherine Twomey Fosnot, 2013-09-18 This enduring bestseller remains the most comprehensive examination of constructivism and its relationship to teaching and learning Closing the gap between theory and practice well known scholars make constructivism accessible by showing its application in everyday classrooms Building on the success of the first edition the authors have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines An ambitious revision of a now classic text *Constructivism Theory Perspectives and Practice Second Edition* is an invaluable resource for practicing teachers teacher educators and curriculum specialists in mathematics science social studies and language arts New for the Second Edition An updated theory section that adds further contemporary biological evidence to go beyond the theories of Piaget and Vygotsky offering a more contemporary framework for a psychological theory of

learning New chapters reflecting the school based reforms that have been initiated since the writing of the first edition specifically addressing the changes in mathematics social studies and teacher education A new chapter on the emerging field of disability studies including a critique that unmask current practices and assumptions that better serve schools rather than students and their families Contributors Paul Cobb Susan Cowey Rheta DeVries Eleanor Duckworth Dewey I Dykstra Jr George Forman Catherine Twomey Fosnot Catherine A Franklin June S Gould Maxine Greene Candace Julyan Randall Stewart Perry D Kim Reid Deborah Schifter Jan Weatherly Valle Ernst von Glasersfeld Betty Zan Praise for the First Edition Provides the reader with many ways of connecting to the central ideas of constructivism highly readable Gifted Child Quarterly Shows how constructivist theory can inform classroom practices and provides teachers with a deeper understanding that gives substance to the rhetoric of school reform Journal of Curriculum Studies

Advances in instructional Psychology, Volume 5 Robert Glaser, 2013-06-17 Investigators have moved back and forth between design efforts and basic studies in cognition to improve both application and fundamental knowledge This volume's theme is this interaction between practice and science with the opportunity for reflecting on findings in order to understand them and suggesting improved forms of application and their underlying explanation This is seen in various arenas including theory based computer assisted instruction for teaching mathematics the design of communities of learning in elementary schools teaching in the context of problem solving situations and reasoning with models self explanation as a highly effective learning activity conceptual change in medical training and health education and workplace training in electronic troubleshooting The results of extensive long term experience and analysis in each of these areas are insightfully reported by the well known contributors to this volume Special features of this fifth edition include The work of eminent cognitive scientists in the design and evaluation of educational and training environments to increase current understanding of learning and development as this understanding is applied to innovative instructional programs and teaching methods A description of learning theory and principles as well as implications and examples on research and development on educational application A presentation on the 10 year change in perspective on research and development in problem solving environments that invite inquiry about academic information and skills in the context of instruction of elementary school children An innovative approach to math and science instruction in which teaching is oriented around constructing evaluating and revising models An examination of the process of self explaining which involves explaining to one's self in an attempt to make sense of a new situation A description of a long term program of cognitive task analysis and instructional design on problem solving in the operation of complex equipment An investigation on the acquisition of clinical reasoning skills and the understanding of biomedical concepts in both professional medicine and the health practices of the lay population

Cases in Mathematics Teacher Education Margaret S. Smith, Susan N. Friel, 2015-10-01 Originally published in 2008 The goal of AMTE Monograph 4 Cases in Mathematics Teacher Education Tools for Developing Knowledge Needed for Teaching is to provide detailed accounts of

case use that will inform the mathematics teacher education community on the range of ways in which cases can be used to foster teacher learning and the capacity to reflect on and learn from teaching The chapters in this monograph describe the use of cases with preservice and practicing teachers at all levels K 12 in content and methods courses as well as professional development settings and focus on developing various aspects of teachers knowledge base i e content pedagogy and students as learners Hence Monograph 4 should prove to be a superb resource for mathematics teacher educators Psychology of Education: Pupils and learning Peter K. Smith,Anthony D. Pellegrini,2000 Teaching mathematics in seven countries : results from the TIMSS 1999 video study , The Teaching Gap James W. Stigler,James Hiebert,2009-06-16 Ten years after its first publication The Teaching Gap is now in paperback for the first time and updated with a new Preface and Afterword Written in clear jargon free prose this book is for teachers school administrators policy makers politicians and concerned parents Library Journal **Handbook of Educational Psychology** Patricia A. Alexander,PHILIP H WINNE,2012-11-12 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology **Curriculum Innovation in East Asian Schools** Huixuan Xu,2024-11-12 Following closely behind the global pandemic s recent forced challenges to schools and teachers Xu gives an overview of how educational researchers and schools in Asia respond to challenges in times of change Her research focuses on how they adjust or change curriculum policy and practice to find a balance between developing innovation in response to fast changing societal needs and maintaining the existing education systems that traditionally predict success for students In this book curriculum innovation is documented in three themes 21st century skills and competency based curriculum technology supported curriculum and equity in curriculum Xu includes three types of chapters 1 case studies that provide detailed analyses of curriculum innovation at the school or country level 2 conceptual analyses that deepen our understanding of curriculum issues using a new lens and 3 literature reviews that provide an overview of research in particular topics The volume will be of great interest to researchers and educators interested in the role of curriculum innovation in times of change In particular it focuses on the ways innovative curriculum provides opportunities for individual

students to maximize their potential while also acknowledging the constraints of local education systems *Learning to Read Critically in Teaching and Learning* Louise Poulson, Mike Wallace, 2004 This book combines a teaching text with exemplary reports of research and a literature review by international scholars *Bold Plans for School Restructuring* Samuel C. Stringfield, Steven M. Ross, Lana Smith, 2012-11-12 Two powerful forces are driving American s demands for better schools one longstanding force is idealistic and the other is new and economic The current group of young Americans is in danger of being the first full generation to consistently make less money and enjoy fewer worldly rewards than their parents The intersection of idealistic and pragmatic forces has produced an era of calls for reform in U S education that is unparalleled calls that have resulted in the creation of the New American Schools Development Corporation NASDC The chapters in this book highlight the path traveled by NASDC a private non profit corporation charged with creating new break the mold school designs for the 21st century and describes the first three years accomplishments of nine NASDC development teams **Implementing Schoolwide Projects** Ellen M. Pechman, 1994 **Leading Professional Development in Education** Bob Moon, John Butcher, Elizabeth Bird, 2000 This work focuses on the nature of professional learning and the policy context in which educational reform takes place It also explores the forms of leadership relevant to the differing contexts of professional development Civic Literacy Through Curriculum Drama, Grades 6-12 Catherine A. Franklin, 2008-10-29 Provides step by step directions and an extended example for constructing curriculum dramas or student centered inquiry based exercises such as mock trials classroom senates and electoral campaigns **Knowing and Learning Mathematics for Teaching** National Research Council, Mathematical Sciences Education Board, Center for Education, Mathematics Teacher Preparation Content Workshop Program Steering Committee, 2001-01-25 There are many questions about the mathematical preparation teachers need Recent recommendations from a variety of sources state that reforming teacher preparation in postsecondary institutions is central in providing quality mathematics education to all students The Mathematics Teacher Preparation Content Workshop examined this problem by considering two central questions What is the mathematical knowledge teachers need to know in order to teach well How can teachers develop the mathematical knowledge they need to teach well The Workshop activities focused on using actual acts of teaching such as examining student work designing tasks or posing questions as a medium for teacher learning The Workshop proceedings *Knowing and Learning Mathematics for Teaching* is a collection of the papers presented the activities and plenary sessions that took place *Perspectives on the Teaching of Geometry for the 21st Century* C. Mammana, V. Villani, 2012-12-06 In recent years geometry seems to have lost large parts of its former central position in mathematics teaching in most countries However new trends have begun to counteract this tendency There is an increasing awareness that geometry plays a key role in mathematics and learning mathematics Although geometry has been eclipsed in the mathematics curriculum research in geometry has blossomed as new ideas have arisen from inside mathematics and other disciplines including computer science

Due to reassessment of the role of geometry mathematics educators and mathematicians face new challenges In the present ICMI study the whole spectrum of teaching and learning of geometry is analysed Experts from all over the world took part in this study which was conducted on the basis of recent international research case studies and reports on actual school practice This book will be of particular interest to mathematics educators and mathematicians who are involved in the teaching of geometry at all educational levels as well as to researchers in mathematics education

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

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