

The Psychology Of Learning Mathematics Expanded American Edition

Ngan Hoe Lee, Cynthia Seto, Ridzuan Abdul Rahim, Liang Soon Tan

The Psychology of Learning Mathematics Richard R. Skemp, 2012-08-06 This classic text presents problems of learning and teaching mathematics from both a psychological and mathematical perspective. The Psychology of Learning Mathematics, already translated into six languages (including Chinese and Japanese), has been revised for this American Edition to include the author's most recent findings on the formation of mathematical concepts, different kinds of imagery, interpersonal and emotional factors, and a new model of intelligence. The author contends that progress in the areas of learning and teaching mathematics can only be made when such factors as the abstract and hierarchical nature of mathematics, the relation to mathematical symbolism and the distinction between intelligent learning and rote memorization are taken into account and instituted in the classroom.

The Psychology of Learning Mathematics Richard R. Skemp, 1993

Psychology of Learning Mathematics Richard Skemp, 1977

The Psychology of Learning Mathematics Richard R. Skemp, 1973

Psychology and the learning of mathematics, 1989

The Psychology of Learning Mathematics Richard R. Skemp, 1987 First Published in 1987. Routledge is an imprint of Taylor & Francis, an informa company.

Global Perspectives and Practices for Reform-Based Mathematics Teaching Kartal, Ozgul, Popovic, Gorjana, Morrissey, Susie, 2022-04-22 Reform-based mathematics has become a popular topic in the education field as this teaching emphasizes classroom discourse and instructional goals related to student engagement and an understanding of mathematical reasoning, concepts, and procedures using instructional practices that build on students' informal knowledge of mathematics. It also connects mathematics with other disciplines and the real world and provides opportunities for students to contribute and invent their own methods during problem-solving. Further study on the best practices, benefits, and challenges of implementing this teaching into education is required. *Global Perspectives and Practices for Reform-Based Mathematics Teaching* explores international perspectives on diverse reform-based practices in teaching and learning mathematics,

describes challenges and issues for teachers and teacher educators, promotes reflection and academic discussion at various levels and in various educational systems, and raises questions for the field of mathematics education. Covering a range of topics such as teacher preparation programs and integrated learning spaces, this reference work is ideal for academicians, practitioners, researchers, instructors, educators, and students.

Mathematics Education in Korea Jinho Kim,2013 This book will introduce the history and practices of mathematics education in Korea. How it has been influenced from Japan, America, and other countries, and has developed into the unique Korean style of mathematics education. The editors have planned to include most of the topics researchers outside Korea want to know mathematics education in Korea.

Providing a Foundation for Teaching Mathematics in the Middle Grades Judith Sowder,Bonnie P. Schappelle,1995-08-03 This book is written primarily for middle grade teachers who are discovering that they now want to teach in ways that create positive mathematical learning environments and instigate rich classroom discourse. Many of these teachers are finding that their mathematical preparation did not address the complexities underlying the mathematics they now want to teach. In Part One, the authors provide a foundation for the mathematics of these grades, particularly the mathematics that grows out of concepts of number, quantity, and arithmetic operations. In Part Two, through three case studies, the authors demonstrate to teachers how a deeper understanding of the mathematics they teach can enhance classroom instruction. The book interweaves research and classroom practice. Mathematics teacher educators, researchers, curriculum developers, textbook authors, and supervisors of mathematics programs will find this book to be useful. Teachers, both prospective and practicing, will benefit most from this book when the chapters are used as catalysts for discussion in classes or professional development programs.

Toward a Visually-Oriented School Mathematics Curriculum Ferdinand Rivera,2011-01-06 What does it mean to have a visual representation of a mathematical object, concept, or process? What visualization strategies support growth in mathematical thinking, reasoning, generalization, and knowledge? Is mathematical seeing culture-free? How can information drawn from studies in blind subjects help us understand the significance of a multimodal approach to learning mathematics? *Toward a Visually-Oriented School Mathematics Curriculum* explores a unified theory of visualization in school mathematical learning via the notion of progressive modeling. Based on the author's longitudinal research investigations in elementary and middle school classrooms, the book provides a compelling empirical account of ways in which instruction can effectively orchestrate the transition from personally-constructed visuals, both externally-drawn and internally-derived, into more structured visual representations within the context of a socioculturally grounded mathematical activity. Both for teachers and researchers, a discussion of this topic is relevant in the history of the present. The ubiquity of technological tools and virtual spaces for learning and doing mathematics has aroused interest among concerned stakeholders about the role of

mathematics in these contexts. The book begins with a prolegomenon on the author's reflections on past and present visual studies in mathematics education. In the remaining seven chapters, visualization is pursued in terms of its role in bringing about progressions in mathematical symbolization, abduction, pattern generalization, and diagrammatization. Toward a Visually-Oriented School Mathematics Curriculum views issues surrounding visualization through the eyes of a classroom teacher-researcher; it draws on findings within and outside of mathematics education that help practitioners and scholars gain a better understanding of what it means to pleurably experience the symmetric visual/symbolic reversal phenomenon - that is, seeing the visual in the symbolic and the symbolic in the visual.

The Psychology of Learning Mathematics Paul Ernest, 2011 This book overviews concepts, theories and research in the psychology of learning mathematics, including research methodologies. The organising framework is the classification of the central learning outcomes of school mathematics into facts, skills, conceptual structures, general strategies and appreciation. Each component is treated in one or two dedicated chapters. There is a chapter on theoretical and practical aspects of constructivist learning theory, and another on the mathematical processes, strategies, and thinking involved in mathematical problem solving, including meta-cognition. A further chapter treats attitudes to and the appreciation of mathematics. The last two chapters explore a theme that has emerged as important in the psychology of mathematics education in recent years, the impact of context, both task and social context. This concerns the cognitive and psychological significance of both the external representations and situated embodiments of mathematical ideas and tasks, and also their internal, mental representations. It also concerns the links between these two domains including theories of transfer of learning.

Transforming Mathematics Instruction Yeping Li, Edward A. Silver, Shiqi Li, 2014-07-05 This book surveys and examines different approaches and practices that contribute to the changes in mathematics instruction, including (1) innovative approaches that bring direct changes in classroom instructional practices, (2) curriculum reforms that introduce changes in content and requirements in classroom instruction, and (3) approaches in mathematics teacher education that aim to improve teachers' expertise and practices. It also surveys relevant theory and methodology development in studying and assessing mathematics instruction. Classroom instruction is commonly seen as one of the key factors contributing to students' learning of mathematics, but much remains to be understood about teachers' instructional practices that lead to the development and enactment of effective classroom instruction, and approaches and practices developed and used to transform classroom instruction in different education systems. Transforming Mathematics Instruction is organized to help readers learn not only from reading individual chapters, but also from reading across chapters and sections to explore broader themes, including: - Identifying what is important in mathematics for teaching and learning emphasized in different approaches; - Exploring how students' learning is considered and facilitated through different approaches and practices; - Understanding the nature of various approaches that are valued in different systems and cultural contexts; - Probing culturally valued approaches in

identifying and evaluating effective instructional practices. The book brings new research and insights into multiple approaches and practices for transforming mathematics instruction to the international community of mathematics education, with 25 chapters and four section prefaces contributed by 56 scholars from 10 different education systems. This rich collection is indispensable reading for mathematics educators, researchers, teacher educators, curriculum developers, and graduate students interested in learning about different instructional practices, approaches for instructional transformation, and research in different education systems. It will help readers to reflect on approaches and practices that are useful for instructional changes in their own education systems, and also inspire them to identify and further explore new areas of research and program development in improving mathematics teaching and learning.

Advances in Mathematics Education Research on Proof and Proving Andreas J. Stylianides,Guershon Harel,2018-01-10 This book explores new trends and developments in mathematics education research related to proof and proving, the implications of these trends and developments for theory and practice, and directions for future research. With contributions from researchers working in twelve different countries, the book brings also an international perspective to the discussion and debate of the state of the art in this important area. The book is organized around the following four themes, which reflect the breadth of issues addressed in the book: • Theme 1: Epistemological issues related to proof and proving; • Theme 2: Classroom-based issues related to proof and proving; • Theme 3: Cognitive and curricular issues related to proof and proving; and • Theme 4: Issues related to the use of examples in proof and proving. Under each theme there are four main chapters and a concluding chapter offering a commentary on the theme overall.

Teaching Adult Numeracy: Principles & Practice Griffiths, Graham,Stone, Rachel,2013-09-01 This book offers friendly guidance on how to work with adult learners to develop their numeracy and mathematics skills. It brings together current research and practice on teaching adult numeracy into one handy volume and covers the major issues faced by teachers of adult numeracy such as current policy perspectives and implications for teaching practice. There are reflective tasks throughout, which encourage you to develop and apply your theoretical knowledge to your own experiences. Key features include: Reviews of existing policy and research and implications for practice Reflective tasks with commentary, encouraging you to develop and apply your knowledge Case studies of real student experiences Practical activities and ideas to support the planning, teaching and assessment of adult numeracy Drawing on the substantial experience of the contributors, who have a wealth of experience as practitioners and researchers in the field, this book is an essential resource for trainee and practising teachers of adult numeracy and mathematics. It is also an ideal textbook to support teacher training courses leading to a subject specific qualification in teaching numeracy to adults. Contributors: Jackie Ashton, John Barton, Carolyn Brooks, Martyn Edwards, Janette Gibney, David Holloway, David Kaye, Beth Kelly, Barbara Newmarch, Helen Oughton, David Prinn, Diana Spurr, Rebecca Woolley This is a quite unique book about teaching adult numeracy, which will be

invaluable to the many practitioners in this field. The chapters, contributed by a group of experienced and successful lecturers and practitioners, include all aspects of this field, from methods of teaching specific mathematical topics to more general explorations of dyscalculia and emotional factors in adult learners. Each chapter includes research findings and thoughtful presentation of ideas with practical ideas for teaching, and tasks for the reader. This is a market which has not been served well in the past, so it is good to see the gap filled at last. Margaret Brown, Emeritus Professor of Mathematics Education, King's College London, UK The editors of this book set out to produce a text that would support teacher-education programmes for adult numeracy, and their book does that and more. The content covers different types of learners, different settings, different understandings of what numeracy actually is; and ranges from commentary on research through case studies to how to hints and tips for teaching. Chapters 7 (on provoking mathematical thinking) and 8 (attitudes, beliefs and teaching) should be a required read for any adult numeracy teacher. The book would be at home on any numeracy teacher's desk, and would make an excellent set text for numeracy teacher training courses. Carol Randall, course co-ordinator for numeracy in the department of Lifelong Learning Teacher Education, University of Greenwich, UK This book is a welcome addition to the growing literature on adult numeracy. It should be essential reading for trainee and practising adult numeracy educators. It brings together relevant research and professional wisdom on a wide variety of aspects of adult numeracy teaching and learning in an accessible way, with well-focussed tasks for readers to extend their knowledge and understanding. While the book is born out of UK concerns and issues, it is also relevant to international readers. Highly recommended. Professor Diana Coben PhD, Director, National Centre of Literacy & Numeracy for Adults, University of Waikato, New Zealand, and Hon. Trustee, Adults Learning Mathematics - A Research Forum (ALM -- www.alm-online.net/)

International Handbook on Giftedness Larisa Shavinina, 2009-08-12 This handbook presents a panoramic view of the field of giftedness. It offers a comprehensive and authoritative account on what giftedness is, how it is measured, how it is developed, and how it affects individuals, societies, and the world as a whole. It examines in detail recent advances in gifted education. The handbook also presents the latest advances in the fast-developing areas of giftedness research and practice, such as gifted education and policy implications. In addition, coverage provides fresh ideas, from entrepreneurial giftedness to business talent, which will help galvanize and guide the study of giftedness for the next decade.

Concept Mapping as an Assessment Tool for Conceptual Understanding in Mathematics Haiyue JIN, 2022-05-05 This book investigates the practicability and effectiveness of the concept map as a tool for assessing students' conceptual understanding in mathematics. The author first introduces concept mapping and then employs it to investigate students' conceptual understanding of four different mathematical topics. Alongside traditional scoring methods, she adopts Social Network Analysis, a new technique, to interpret student-constructed concept maps, which reveals fresh insights into the graphic features of the concept map and into how students connect mathematical concepts. By comparing two traditional

school tests with the concept map, she examines its concurrent validity and discusses its strengths and drawbacks from the viewpoint of assessing conceptual understanding. With self-designed questionnaires, interviews, and open-ended writing tasks, she also investigates students and teachers' attitudes toward concept mapping and describes the implications these findings may have for concept mapping's use in school and for further research on the topic. Scholars and postgraduate students of mathematics education and teachers interested in concept mapping or assessing conceptual understanding in classroom settings will find this book an informative, inspiring, and overall valuable addition to their libraries.

Mathematics Teaching In Singapore - Volume 1: Theory-informed Practices Ngan Hoe Lee, Cynthia Seto, Ridzuan Abdul Rahim, Liang Soon Tan, 2020-04-30 This book series will provide readers with the landscape of mathematics teaching practices in Singapore classroom. In this first book of the series, Theory-Informed Practices, the book will have a collection of teachers' classroom practices that are informed by theory. It will provide classroom exemplars of how teachers make use of theories to inform their practices to better cater to the needs of the learners. This book which targets at the practitioners is written in a way that help the practitioners to be better in consuming and applying such efforts in the own classrooms. It provides the interested readers not only the landscape but also the spectrum of pedagogical approaches and strategies that are theoretically informed and adopted by the Singapore mathematics teachers. This book is written by expert teachers for teachers. It will also be of interest to graduate students, mathematics educators and the international mathematics education community who are looking for greater insights to the Singapore mathematics classrooms.

The Psychology of Mathematics for Instruction Lauren B. Resnick, Wendy W. Ford, 1981 First Published in 1981. Routledge is an imprint of Taylor & Francis, an informa company.

Proceedings of the 1st Annual Conference of Islamic Education (ACIE 2022) Depict Pristine Adi, Setya Chendra Wibawa, Taha Romadhan Zaghoul, Mashudi Mashudi, Rif'an Humaidi, 2023-04-22 This is an open access book. This is the first annual conference of Islamic education organized by Faculty of Tarbiyah and Teacher Training, UIN Kiai Haji Achmad Siddiq Jember. This conference is a forum held to bring together various academics, researchers, lecturers, and practitioners, especially in the scope of Islamic education to discuss various contemporary issues related to the development of the world of Islamic education in the era of global transformation. This event can give you a valuable opportunity to share ideas, ideas, research results, theories, and various other contributions in the academic world. It can also encourage you to increase the network of collaborative relationships between researchers and other writers to build partnerships.

Analysis of Arithmetic for Mathematics Teaching Gaea Leinhardt, Ralph Putnam, Rosemary A. Hattrup, 2020-11-25 This volume emerges from a partnership between the American Federation of Teachers and the Learning Research and Development Center at the University of Pittsburgh. The partnership brought together researchers and expert teachers for intensive dialogue sessions focusing on what each community knows about effective mathematical learning and instruction.

The chapters deal with the research on, and conceptual analysis of, specific arithmetic topics (addition, subtraction, multiplication, division, decimals, and fractions) or with overarching themes that pervade the early curriculum and constitute the links with the more advanced topics of mathematics (intuition, number sense, and estimation). Serving as a link between the communities of cognitive researchers and mathematics educators, the book capitalizes on the recent research successes of cognitive science and reviews the literature of the math education community as well.

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