

Teaching Secondary Mathematics with ICT

Edited by Sue Johnston-Wilder & David Pimm



Learning & Teaching with Information & Communications Technology
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Teaching Secondary Mathematics With Ict

Margaret Walshaw



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EBOOK: Teaching Secondary Mathematics with ICT Sue Johnston-Wilder, David Pimm, 2004-10-16 This is a book all mathematics teachers and teacher educators should read. It brings together a wealth of insights from a range of authors. The major issues confronting teachers of mathematics who wish to use ICT in different domains of mathematics are addressed in a clear and accessible way. Professor Celia Hoyles OBE, Dean of Research and Consultancy, Institute of Education, University of London. *Teaching Secondary Mathematics with ICT* shows the reader how to use Information and Communication Technology (ICT) effectively to enhance the teaching of mathematics in the secondary school. The book explains which forms of technology can be used to improve mathematics teaching and learning, how to get started and where to go for further information. The first two chapters provide a useful introduction for those new to teaching mathematics with ICT. Further chapters cover topics including ICT and the curriculum, number, algebra, geometry and statistics. Making use of interactive whiteboards in the classroom. Using the internet and video conferencing to enhance teaching. The book includes practical classroom scenarios and case studies, for example the government-funded MathsAlive Initiative, as well as discussions of general issues such as the role of feedback and the use of ICT in whole class teaching. It draws on current research and is supplemented by a linked web site which provides access to demonstration copies of software and sample files. It also includes a directory of resources with lists of organisations, web sites, projects and further reading. Key reading for Education students specialising in Mathematics and all those teaching secondary mathematics, including non-specialists and those on professional development courses. Visit the text supporting website www.openup.co.uk/jwp

Teaching Mathematics Using ICT Adrian Oldknow, Ron Taylor, Linda Tetlow, 2010-06-10 [Teaching Secondary Mathematics](#) Gregory Hine, Judy Anderson, Robyn Reaburn, Michael Cavanagh, Linda Galligan, Bing H. Ngu, Bruce White, 2021-09-24 *Teaching Secondary Mathematics* is the essential guide for preservice mathematics teachers in Australia. [Teaching Mathematics with ICT](#) Adrian James Oldknow, Ron Taylor, 2000 This book deals directly with the use of ICT training in teaching and tackles the UK's Teacher Training Agency's national standards for ICT both for qualified teacher status and for subject leadership. However, its emphasis is on how the use of ICT can contribute to reaching the learning objectives for each subject, not on using gizmos for their own sake. The book deals with the use of a range of media including the Internet and CD-ROMs.

A Practical Guide to Teaching Mathematics in the Secondary School Clare Lee, Robert Ward-Penny, 2019-04-25 *A Practical Guide to Teaching Mathematics in the Secondary School* offers straightforward advice, inspiration and a wide range of tried and tested approaches to help you find success in the secondary mathematics classroom. Illustrated throughout, this fully updated second edition includes new chapters on using ICT in the classroom and promoting a positive learning environment, as well as fresh and easy-to-use ideas that can help you engage your pupils and inspire mathematical thinking. Covering all key aspects of mathematics teaching, it is an essential companion for all training and newly qualified mathematics teachers. Combining ideas

and practical insights from experienced teachers with important lessons from educational research this book covers key aspects of mathematics teaching including planning effective lessons using assessment to support learning encouraging mathematical activity integrating ICT into your teaching making lessons engaging building resilient learners A Practical Guide to Teaching Mathematics in the Secondary School is an essential companion to the core textbook Learning to Teach Mathematics in the Secondary School Written by expert practitioners it will support you in developing imaginative and effective mathematics lessons for your pupils

Learning to Teach Mathematics in the Secondary School Sue Johnston-Wilder, Clare Lee, David Pimm, 2016-09-13 Learning to Teach Mathematics in the Secondary School combines theory and practice to present a broad introduction to the opportunities and challenges of teaching mathematics in the secondary school classroom This fourth edition has been fully updated to reflect the latest changes to the curriculum and research in the field taking into account key developments in teacher training and education including examinations and assessment Written specifically with the new and student teacher in mind the book covers a wide range of issues related to the teaching of mathematics such as why we teach mathematics the place of mathematics in the National Curriculum planning teaching and assessing for mathematics learning how to communicate mathematically using digital technology to advance mathematical learning working with students with special educational needs post 16 teaching the importance of professional development the affective dimension when learning mathematics including motivation confidence and resilience Already a major text for many university teaching courses this revised edition features a glossary of useful terms and carefully designed tasks to prompt critical reflection and support thinking and writing up to Masters Level Issues of professional development are also examined as well as a range of teaching approaches and styles from whole class strategies to personalised learning helping you to make the most of school experience during your training and beyond Designed for use as a core textbook Learning to Teach Mathematics in the Secondary School provides essential guidance and advice for all those who aspire to be effective mathematics teachers

Teaching Secondary School Mathematics Merrilyn Goos, Colleen Vale, Gloria Stillman, Katie Makar, Sandra Herbert, Vince Geiger, 2020-07-16 Since its first publication Teaching Secondary School Mathematics has established itself as one of the most respected and popular texts for both pre service and in service teachers This new edition has been fully revised and updated to reflect the major changes brought about by the introduction of the Australian Curriculum Mathematics as well as discussing significant research findings the evolution of digital teaching and learning technologies and the implications of changes in education policies and practices The mathematical proficiencies that now underpin the Australian curriculum understanding fluency problem solving and reasoning are covered in depth in Part 1 and a new section is devoted to the concept of numeracy The chapter on digital tools and resources has been significantly expanded to reflect the growing use of these technologies in the classroom while the importance of assessment is recognised with new material on assessment for learning and as learning along with a consideration of policy development

in this area Important research findings on common student misconceptions and new and effective approaches for teaching key mathematical skills are covered in detail As per the first edition readers will find a practical guide to pedagogical approaches and the planning and enactment of lessons together with enhanced chapters on teaching effectively for diversity managing issues of inequality and developing effective relationships with parents and the community This book is the essential pedagogical tool for every emerging teacher of secondary school mathematics The text offers an excellent resource for all of those involved in the preparation of secondary mathematics teachers with links to research literature exemplars of classroom practices and instructional activities that encourage readers to actively examine and critique practices within their own educational settings Professor Glenda Anthony Institute of Education Massey University A rich and engaging textbook that covers all of the important aspects of learning to become an effective secondary mathematics teacher The second edition of this text is further enhanced with updated references to the Australian Curriculum NAPLAN STEM current Indigenous social justice and gender inequity issues and the place of Australian mathematics curricula on the world stage Dr Christine Ormond Senior Lecturer Edith Cowan University

Cross-Curricular Teaching and Learning in the Secondary School... Mathematics Robert Ward-Penny, 2010-12-02 Cross curricular approaches have much to offer the modern mathematics classroom They can help teachers to present mathematics as a growing relevant discipline that is central to much of modern life and help learners to make sense of what they are doing and why *Learning to Teach Mathematics in the Secondary School* Sue Johnston-Wilder, Peter Johnston-Wilder, David Pimm, 2005-01-14 Learning to Teach Mathematics in the Secondary School covers a wide range of issues in the teaching of mathematics and gives supporting activities to students to enable them to translate theory into practice Topics covered include mathematics in the National Curriculum different teaching approaches using ICT mathematics education for pupils with special needs in mathematics assessment and public examinations teaching mathematics post 16 professional development

Use of ICT in Math Class in Secondary Schools of Rwanda. A Critical Paper Jean Claude Harindimana, 2021-07-29 Academic Paper from the year 2021 in the subject Didactics Mathematics University of Rwanda College of Education course Integration of ICT in teaching and Learning language English abstract This paper enlightens the contribution of ICT in teaching and learning mathematics especially in secondary schools of Rwanda The paper is guided by 3 specific objectives revealing what is being done by secondary schools mathematics teacher in implementing the government program related to use of ICT in teaching and learning process highlighting the reasons behind the low level of out leaving students in ICT skills and proposing what can be done for proper involvement of ICT while teaching and learning mathematics in a secondary school of Rwanda It relies on both observation and discussion with secondary school mathematics teachers in Kigabiro of Rwamagana district To draw a conclusion and formulate a recommendation the writer bases on the results discussion and criticisms made basing on different existing theories models and frameworks such as the TPACK framework the theory of planned behavior TPB the Technology

Organisation Environment TOE framework the Unified Theory of Acceptance and Use of Technology UTAUT and Rogers diffusion of innovation theory Teaching Secondary Science with ICT Roy Barton, 2004 This title is intended to identify the ways in which ICT can be used to enhance secondary science education **Developing Thinking in Statistics** Alan Graham, 2006-02-08 This book should prove to be an important addition to the relatively few publications that exist on statistical thinking It very nicely encourages the reader to take an active learning approach through simultaneously promoting pedagogy with knowledge and skills enhancement in statistics Understanding what the subject is for and what it can do are crucial in statistical education by getting the reader to think statistically Mr Graham has provided us with a very readable book that helps to dispel the poor reputation that statistics has acquired over many years Professor Neville Davies Director Royal Statistical Society Centre for Statistical Education Nottingham Trent University Statistics is a key area of the school mathematics curriculum where maths and the real world meet Although potentially a subject where teaching can be motivating and relevant to everyday concerns it is often seen as boring and involving largely mechanical calculations This book will enable teachers and others interested in statistical thinking to become excited and inspired by the big ideas of statistics and in turn teach them enthusiastically learners Designed to heighten awareness of statistical ideas the book explores key themes within statistics using ideas developed by the influential team at The Open University's Centre for Mathematics Education Themes include Measurement Variation Randomness Uncertainty Arranged in an accessible task based format this is an essential text for all secondary maths teachers and students of maths education It is a comprehensive book that will illuminate and inspire interest in the subject based on innovative use of ICT engaging narrative firm research and good practice **Developing Thinking in Statistics** is a set book on the Open University Course ME626 **Developing Statistical Thinking** part of the Graduate Diploma in Mathematics Education Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches Felicia, Patrick, 2011-04-30 This book provides relevant theoretical frameworks and the latest empirical research findings on game based learning to help readers who want to improve their understanding of the important roles and applications of educational games in terms of teaching strategies instructional design educational psychology and game design Provided by publisher **Mathematics Education with Digital Technology** Adrian Oldknow, 2011-06-02 Mathematics Education with Digital Technology examines ways in which widely available digital technologies can be used to benefit the teaching and learning of mathematics The contributors offer their insights to locate the value of digital technology for mathematics learning within the context of evidence from documented practice prior research and of educational policy making Key pedagogical uses of digital technologies are evaluated in relation to effective mathematics learning and practical ideas for teaching and learning mathematics with digital technology are critically analysed The volume concludes by looking at future developments and by considering the ways in which ICT could be used as a catalyst for cross curricular work to achieve greater curricular coherence *Teaching*

Secondary English with ICT Anthony Adams, Susan Brindley, 2007-03 Today's classrooms are equipped with ICT information and communications technology tools and teachers are expected to use them With equal emphases on theory and practice Teaching Secondary English with ICT helps you if you're unfamiliar with the latest classroom technologies develop your own lesson plans employing the digital tools available to them Filled with case studies illustrating the ideas and strategies discussed it explores all major areas of the English curriculum

Developing Thinking in Geometry Sue

Johnston-Wilder, John Mason, 2005-08-18 Geometry is often given less time in the teaching timetable than other aspects of mathematics This book encourages practitioners to think about and raise its profile indeed achieving what its title suggests Primary Practice This creative innovative and fascinating book CD package is one you MUST BUY All prospective new and experienced teachers of mathematics can use it to transform their teaching All readers can use it to reignite their fascination with mathematics Professor Sylvia Johnson Sheffield Hallam University This book exudes activity and interactivity Moreover it provides challenge in the context of a significant pedagogy one that is not just present but actually made explicit It is undoubtedly a book to learn geometry with but also one to learn to think more deeply about geometry about its nature and essence and also about its teaching and learning David Pimm Developing Thinking in Geometry enables teachers and their support staff to experience and teach geometric thinking As well as discussing key teaching principles the book and accompanying interactive CD include many activities that encourage readers to extend their own learning and consequently their teaching practices The book is constructed around the following key themes invariance language and points of view reasoning using invariance visualising and representing These themes draw on teaching principles developed by the team at the Open University's Centre for Mathematics Education which has a 20 year track record of innovative approaches to teaching and learning geometry This is a must have text for all primary mathematics specialists secondary and Further Education mathematics teachers and their support staff Anyone who wishes to create an understanding and enthusiasm for geometry based upon firm research and effective practice will enjoy this book This is the course reader for the Open University Course ME627 Developing Geometric Thinking **Key Maths 7** David Miller, 2001 A Teacher Support Pack is available for each year within Key Stage 3 providing full guidance on developing ICT throughout Key Stage 3 mathematics

Teaching Mathematics Pamela Cowan, 2006-02-13 Practical advice for teachers of Mathematics at the beginning of their careers in primary or secondary schools with guidance on effective teaching classroom practice and career development

Emerging Trends in Digital Era Through Educational Technology Dr. Manichander T., **Unpacking Pedagogy**

Margaret Walshaw, 2010-03-01 This volume represents a serious attempt to understand what it is that structures the pedagogical experience In that attempt there are two main objectives One is a theoretical interest that involves examining the issue of the subjectivity of the teacher and exploring how intersubjective negotiations shape the production of classroom practice A second objective is to apply these understandings to the production of mathematical knowledge and to the

construction of identities in actual mathematics classrooms To that end book contains substantial essays that draw on postmodern philosophies of the social to explore theory s relationship with the practice of mathematics pedagogy Unpacking Pedagogy takes new ideas seriously and engages readers in theory development Groundbreaking in content the book investigates how our thinking about classroom practice in general and mathematics teaching and learning in particular might be transformed As a key resource for interrogating and understanding classroom life the book s sophisticated analyses allow readers to build new knowledge about mathematics pedagogy In turn that new knowledge will provide them with the tools to engage more actively in educational criticism and to play a role in educational change

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