

Research Article

Using Technology in Elementary Mathematics Teacher Education: A Sociocultural Perspective

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Received 31 December 2013; Accepted 21 January 2014; Published 4 March 2014

Academic Editors: B. Marlow and N. R. Riggs

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A central tenet of mathematics education reform is the integral role of technology at all grade levels. The current technological changes combined with the changes in the mathematics content and instructional method require elementary mathematics teachers to be able to design technology intensive lessons for exploration and discovery of these concepts through appropriate computer applications. In actual practice, however, most computer applications provided for mathematics education consist of software designed for a specific educational purpose: the solution in a case scenario. Furthermore, economic constraints often stand in the way of incorporating such special purpose software into an instructional setting. In this paper we will discuss an alternative to this traditional approach which shifts the instructional focus specific computer applications to more sophisticated uses of general purpose software. In particular educational uses of spreadsheets will be developed as an exemplar for this approach.

1. Introduction

In the recent past, when we talked about computer applications as pedagogical tools in the mathematics classroom we meant software designed for a particular educational purpose. Yet economic constraints often stand in the way of incorporating special purpose software into an instructional setting and thus challenge computer-enabled mathematics pedagogy and ongoing teacher education programs. A possible way to address the challenge is to shift emphasis from using specific computer applications as teaching and learning tools to retrofitting generic software into an educational environment. Teaching using off the shelf components, as it were. Electronic spreadsheets, for example, are commonly available in schools, colleges, and universities. Yet, a spreadsheet, in order to become a mathematics learning environment, requires from an instructor a number of different skills that are the elements of an individual signature pedagogy [1, 2].

How can the introduction of spreadsheets as thinking tools into mathematics classroom be achieved? What does it take for mathematics teachers to develop into technologically minded cognizing and reflective agents [3], capable


of advancing computer-assisted signature pedagogy [4] to become a field of disciplined inquiry and, in particular, being skillful in incorporating spreadsheets into the practice of mathematics teaching? This paper will attempt to address these questions from sociocultural perspective.

One of the major assumptions of the current mathematics education reform is that the field of teacher education is amenable to disciplined inquiry. This implies that the way teachers learn mathematics affects the way they will teach it. Appropriate use of computers in the teaching of mathematics may involve the juxtaposition of a student's independent and assisted performances. Computer technology enables both learning perspectives to be mediated by different semiotic means. In particular, an electronic spreadsheet has great potential to be used as a generator of new meanings [4–6]. The spreadsheet-enabled pedagogy has a potential to enhance the teaching of mathematical concepts in the form of assisted performance and facilitate the negotiation of mathematics meaning in a classroom discourse.

However, in such intellectual milieu a teacher's role becomes one of extreme complexity for he or she must be capable of surviving ambiguity in a meaning-making

Teaching Elementary Mathematics In A Technological Age

James H. Wiebe



Teaching Elementary Mathematics In A Technological Age:

Teaching Elementary Mathematics in a Technological Age James H. Wiebe, 1988-01-01 This book is based on the underlying philosophy that mathematics learning at the elementary level should be active Children should learn through meaningful hands on activities with manipulative materials pictures and technology More than 400 pupil activities and suggestions for designing more activities are described Because mathematics is to be used in real world problem solving mental arithmetic estimation and the ability to use technology the technological activities presented include the use of 1 calculators for developing understanding of mathematics 2 programming activities for developing mathematical understandings 3 application programs such as spread sheets and data base programs for problem solving 4 calculators and computers in problem solving activities and 5 tape recorders overhead projectors and other devices in the classroom Standard topics such as whole number computation fractions measurement and geometry are also considered PK

Handbook of Research on TPACK in the Digital Age Niess, Margaret L., Gillow-Wiles, Henry, Angeli, Charoula, 2018-11-02 This title is an IGI Global Core Reference for 2019 as it was co edited by a leading education scholar this title provides the latest research on the enhancement of Technological Pedagogical Content Knowledge TPACK Building upon her previous studies conducted through multiple Mathematics and Science Partnership MSP grants from the U S Department of Education this comprehensive publication brings together over 45 educational experts from the U S South America and Europe to provide online learning digital technologies and pedagogical strategies The Handbook of Research on TPACK in the Digital Age provides innovative insights into teacher preparation for the effective integration of digital technologies into the classroom The content within this publication represents the work of online learning digital technologies and pedagogical strategies It is designed for teachers educational designers instructional technology faculty administrators academicians and education graduate students and covers topics centered on classroom technology integration and teacher knowledge and support

Resources in Education, 2001-04 *Common Core Mathematics Standards and Implementing Digital Technologies* Polly, Drew, 2013-05-31 Standards in the American education system are traditionally handled on a state by state basis which can differ significantly from one region of the country to the next Recently initiatives proposed at the federal level have attempted to bridge this gap Common Core Mathematics Standards and Implementing Digital Technologies provides a critical discussion of educational standards in mathematics and how communication technologies can support the implementation of common practices across state lines Leaders in the fields of mathematics education and educational technology will find an examination of the Common Core State Standards in Mathematics through concrete examples current research and best practices for teaching all students regardless of grade level or regional location This book is part of the Advances in Educational Technologies and Instructional Design series collection

Mathematical Models for Teaching Ann Kajander, Tom Boland, 2014-01-01 Students of mathematics learn

best when taught by a teacher with a deep and conceptual understanding of the fundamentals of mathematics In **Mathematical Models for Teaching** Ann Kajander and Tom Boland argue that teachers must be equipped with a knowledge of mathematics for teaching which is grounded in modelling reasoning and problem based learning A comprehensive exploration of models and concepts this book promotes an understanding of the material that goes beyond memorization and recitation which begins with effective teaching This vital resource is divided into 15 chapters each of which addresses a specific mathematical concept Focusing on areas that have been identified as problematic for teachers and students **Mathematical Models for Teaching** equips teachers with a different type of mathematical understanding one that supports and encourages student development Features grounded in the most current research about teachers learning contains cross chapter connections that identify common ideas includes chapter concluding discussion questions that encourage critical thinking incorporates figures and diagrams that simplify and solidify important mathematical concepts offers further reading suggestions for instructors seeking additional information

Technology Implementation and Teacher Education: Reflective Models Yamamoto, Junko, Kush, Joseph C., Lombard, Ron, Hertzog, C. Jay, 2010-05-31 Today's students are faced with the challenge of utilizing technology to support not only their personal lives but also their academic careers **Technology Implementation and Teacher Education: Reflective Models** provides teachers with the resources needed to address this challenge and develop new methodologies for addressing technology in practice With chapters focusing on online and blended learning subject specific teacher education and social and affective issues this reference provides a comprehensive international perspective on the role of technology in shaping educational practices

Handbook of International Research in Mathematics Education Lyn D. English, David Kirshner, 2010-04-02 The second edition continues the mission of bringing together important new mathematics education research that makes a difference in both theory and practice It updates and extends the Handbook's original key themes and issues for international research in mathematics education for the 21st century namely priorities in international mathematics education research lifelong democratic access to powerful mathematical ideas advances in research methodologies influences of advanced technologies Each of these themes is examined in terms of learners teachers and learning contexts with theory development being an important component of all these aspects This edition also examines other catalysts that have gained increased import in recent years including a stronger focus on the teacher and teacher practice a renewed interest in theory development an increased focus on the mathematics needed in work place settings and a proliferation of research designs and methodologies that have provided unprecedented opportunities for investigating and ultimately improving mathematical teaching and learning This edition includes ten totally new chapters all other chapters are thoroughly revised and updated

Journal of the American Institute of Electrical Engineers American Institute of Electrical Engineers, 1921 Includes preprints of Transactions of the American Institute of Electrical Engineers ISSN 0096 3860 *TPACK: Breakthroughs in Research and Practice*

Management Association, Information Resources, 2019-02-01 Educational technologies are becoming commonplace entities in classrooms as they provide more options and support for teachers and students. However, many teachers are finding these technologies difficult to use due to a lack of training and instruction on how to effectively apply them to the classroom. TPACK Breakthroughs in Research and Practice is an authoritative reference source for the latest research on the integration of technological knowledge, pedagogical knowledge, and content knowledge in the contexts of K-12 education. Highlighting a range of pertinent topics such as pedagogical strategies, blended learning, and technology integration, this publication is an ideal resource for educators, instructional designers, administrators, academicians, and teacher education programs seeking current findings on the implementation of technology in instructional design.

Computer Tools and Problem Solving in Mathematics James H. Wiebe, 1993 Here is a complete overview of the use of technology in the mathematics classroom. James Wiebe focuses on the use of general purpose computer tools, spreadsheets, databases, word processors, graphics packages, and programming languages for problem solving applications, revealing how each can be used to maximum advantage in math classes.

Proceedings of the American Institute of Electrical Engineers, 1921 Vols for 1887-1946 include the preprint pages of the institute's Transactions.

Exploring the Mathematical Education of Teachers Using TEDS-M Data Maria Teresa Tatto, Michael C. Rodriguez, Wendy M. Smith, Mark D. Reckase, Kiril Bankov, 2018-08-16 This book uses the publicly available TEDS-M data to answer such questions as: How does teacher education contribute to the learning outcomes of future teachers? Are there programs that are more successful than others in helping teachers learn to teach mathematics? How does the local and national policy environment contribute to teacher education outcomes? It invites readers to explore these questions across a large number of international settings. The importance of preparing future mathematics teachers has become a priority across many nations. Across the globe, nations have allocated resources and expertise to this endeavour. Yet in spite of the importance accorded to teacher education, not much is known about different approaches to preparing knowledgeable teachers and whether these approaches do in fact achieve their purpose. The Mathematics Teacher Education and Development Study (TEDS-M) is the first and to date the only cross-national study using scientific and representative samples to provide empirical data on the knowledge that future mathematics teachers of primary and secondary school acquire in their teacher education programs. The study addresses the central importance of teacher knowledge in learning to teach mathematics by examining variation in the nature and influence of teacher education programs within and across countries. The study collected data on teacher education programs, structure, curriculum, and opportunities to learn on teacher educators' characteristics and beliefs, and on future mathematics teachers' individual characteristics, beliefs, and mathematics and pedagogical knowledge across 17 countries, providing a unique opportunity to explore enduring questions in the field.

School of Education University of Chicago. School of Education, 1908

Annual Register University of Chicago, 1912

Learning without Burden Mythili Ramchand, Ritesh Khunyakari, Arindam Bose, 2022-07-29 This book looks at education

reforms planning and policy through an exploration of the Yash Pal Committee report 1993 in India which made recommendations to improve the quality of learning while reducing cognitive burden on students It analyses the wide ranging impact the report had on curriculum pedagogy teacher education reforms and the national policy on education The book examines the legacy of the report tracing the various deliberations and critical engagements with issues around literacy language and mathematics learning curriculum reforms and classroom practices assessment and evaluation It reviews contemporary developments in research on learning in diverse disciplines and languages through the lens of the recommendations made by the Learning without Burden report while engaging with challenges and systemic issues which limit inclusivity and access to quality education Drawing on extensive research and first hand academic and teaching experience this book will attract attention and interest of students and researchers of educational policy and analysis linguistics sociology and South Asian studies It will also be of interest to policy makers think tanks and civil society organisations

What are the Needs in Precollege Science, Mathematics, and Social Science Education? ,1980

What are the Needs in Precollege Science, Mathematics, and Social Science Education? National Science Foundation (U.S.). Directorate for Science Education. Office of Program Integration,1980 **Learning and Teaching Early Math** Douglas H. Clements,Julie Sarama,2020-12-29 The third edition of this significant and groundbreaking book summarizes current research into how young children learn mathematics and how best to develop foundational knowledge to realize more effective teaching Using straightforward practical language early math experts Douglas Clements and Julie Sarama show how learning trajectories help teachers understand children s level of mathematical understanding and lead to better teaching By focusing on the inherent delight and curiosity behind young children s mathematical reasoning learning trajectories ultimately make teaching more joyous helping teachers understand the varying levels of knowledge exhibited by individual students it allows them to better meet the learning needs of all children This thoroughly revised and contemporary third edition of Learning and Teaching Early Math remains the definitive research based resource to help teachers understand the learning trajectories of early mathematics and become confident credible professionals The new edition draws on numerous new research studies offers expanded international examples and includes updated illustrations throughout This new edition is closely linked with Learning and Teaching with Learning Trajectories LT 2 an open access web based tool for early childhood educators to learn about how children think and learn about mathematics Head to LearningTrajectories.org for ongoing updates interactive games and practical tools that support classroom learning

Transactions of the American Institute of Electrical Engineers ,1921 Views and Beliefs in Mathematics

Education Carola Bernack-Schüler,Ralf Erens,Timo Leuders,Andreas Eichler,2015-05-05 International mathematics education researchers give a differentiated overview of views and beliefs of both teachers and students Beliefs about how to teach mathematics have a high impact on the instructional practice of teachers In the same way views and beliefs about

mathematics are an essential factor to explain achievement and performance of students The 19th MAVI conference added a variety of research perspectives to the international discussions of mathematics related beliefs The authors of this volume have compiled a rich selection of research results which may further enhance the discussion of MAVI topics in the future

Whispering the Secrets of Language: An Mental Quest through **Teaching Elementary Mathematics In A Technological Age**

In a digitally-driven world where screens reign great and quick connection drowns out the subtleties of language, the profound techniques and emotional nuances hidden within phrases usually move unheard. Yet, situated within the pages of **Teaching Elementary Mathematics In A Technological Age** a captivating fictional value pulsating with organic feelings, lies a fantastic quest waiting to be undertaken. Composed by an experienced wordsmith, this wonderful opus attracts visitors on an introspective trip, lightly unraveling the veiled truths and profound impact resonating within the very fabric of each and every word. Within the psychological depths of this poignant review, we can embark upon a honest exploration of the book is primary subjects, dissect its captivating publishing design, and succumb to the effective resonance it evokes serious within the recesses of readers hearts.

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