

Psychological Foundations of Education

- Learning Theories, and Motivation



Teaching Mathematics Psychological Foundations

Rongjin Huang, Yeping Li



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Teaching Mathematics: Psychological Foundations F. Joe Crosswhite, 1973-01-01 **Teaching Mathematics: Psychological Foundations Compiled by F. Joe Crosswhite and Others** F. JOE. CROSSWHITE, 1973 The Psychological Foundations of Education Olga K. Baatz, Charles Albert Baatz, 1981 **Teaching Mathematics Successfully** Marlow Ediger, 2003 Contents Motivating Pupils to Learn Mathematics Philosophical Considerations in Teaching Mathematics Mathematics in the Elementary School Achieving World Class Standards in Mathematics Organizing for Instruction in Mathematics Designing the Mathematics Curriculum Parents the Teacher and Mathematics Leadership in Technology Use in School Mathematics Appraising Pupil Progress in Mathematics Using Calculators Versus Paper and Pencil in Mathematics Issues in the Teaching of Mathematics Teaching Mathematics in the Elementary School Teaching Suggestion in Mathematics Computers in the Mathematics Curriculum Cooperative Learning Versus Competition Which is better When Pupils Fail then what Goals in the Mathematics Curriculum Psychological Foundations in Teaching Mathematics Sequence in Mathematics in the Primary Grades Outputs Inputs and the Mathematics Teacher *Teaching and Learning Mathematics through Variation* Rongjin Huang, Yeping Li, 2017-02-06 Efforts to improve mathematics teaching and learning globally have led to the ever increasing interest in searching for alternative and effective instructional approaches from others Students from East Asia such as China and Japan have consistently outperformed their counterparts in the West Yet Bianshi Teaching teaching with variation practice which has been commonly used in practice in China has been hardly shared in the mathematics education community internationally This book is devoted to theorizing the Chinese mathematical teaching practice Bianshi teaching that has demonstrated its effectiveness over half a century examining its systematic use in classroom instruction textbooks and teacher professional development in China and showcasing of the adaptation of the variation pedagogy in selected education systems including Israel Japan Sweden and the US This book has made significant contributions to not only developing the theories on teaching and learning mathematics through variation but also providing pathways to putting the variation theory into action in an international context This book paints a richly detailed and elaborated picture of both teaching mathematics and learning to teach mathematics with variation Teaching with variation and variation as a theory of learning are brought together to be theorized and exemplified through analysis of teaching in a wide variety of classrooms and targeting both the content and processes of mathematical thinking Highly recommended Kaye Stacey Emeritus Professor of Mathematics Education University of Melbourne Australia Many teachers in England are excited by the concept of teaching with variation and devising variation exercises to support their pupils mastery of mathematics However fully understanding and becoming proficient in its use takes time This book provides a valuable resource to deepen understanding through the experiences of other teachers shared within the book and the insightful reflections of those who have researched this important area Debbie Morgan Director for Primary Mathematics National

Centre for Excellence in the Teaching of Mathematics United Kingdom *Three Dimensions* A. Treffers, 2012-12-06 In Dutch WISKOBAS stands for a particular kind of mathematics in the elementary school ages 6-12. In turn, Wiskobas was one of the departments in the IOWO, the Institute for the Development of Mathematics Education. This institute was concerned with the development of material for mathematics education as well as the related research on the possibility of change from the then existing arithmetic instruction to the future mathematics education. The present publication *Three Dimensions* has three aims: to give a picture of the goals Wiskobas set for future mathematics education; at the same time to show how such goals can be described; and to show the theoretical framework of the Wiskobas curriculum. The problem at hand is not at all simple. What is more, Wiskobas ideas about mathematics education cannot literally be translated into strings of words. So how can we face the accusation that our objectives are unattainable and the goal itself irrational. In order to avoid this vagueness as much as possible and for the sake of clarity, this book makes continuous use of illustrations of mathematics education. In these examples, both the subject matter and the methods of description of the goals are illustrated as explicitly as possible while at the same time creating the opportunity to read between the lines. The reader is urged to follow carefully the mathematical material at the start of each chapter. This advice applies both to the more general education-oriented and to the more mathematical didactical reader.

Providing a Foundation for Teaching Mathematics in the Middle Grades Judith T. Sowder, Bonnie P. Schappelle, 1995-01-01 This book provides middle school teachers with a firm pedagogical foundation based on the manner in which students learn the mathematics being taught.

Foundations of Embodied Learning Mitchell J. Nathan, 2021-09-27 *Foundations of Embodied Learning* advances learning instruction and the design of educational technologies by rethinking the learner as an integrated system of mind, body, and environment. Body-based processes, direct physical, social, and environmental interactions are constantly mediating intellectual performance, sensory stimulation, communication abilities, and other conditions of learning. This book's coherent evidence-based framework articulates principles of grounded and embodied learning for design and its implications for curriculum, classroom instruction, and student formative and summative assessment for scholars and graduate students of educational psychology, instructional design, and technology, cognitive science, the learning sciences, and beyond.

Learning Mathematics by Cultural-Historical Theory Implementation Aleksander Veraksa, Yulia Solovieva, 2024-09-24 This book is devoted to the topic of mathematical skills development, which was the focus of Vygotsky's cultural historical theory. It offers descriptions of studies of development of visual modelling in children and its use for educational purposes. Special attention is given to concrete examples of Vygotsky's work and educational programs that makes it possible to replicate the results in various settings. The work also addresses conditions, means, and predictors of mathematical concepts acquisition at different ages and educational levels: preschool, primary, and middle secondary education. The book shows theoretical solidity of cultural historical approach and experience of its implementation in teaching of mathematical knowledge in childhood and the study

of the process of psychological development Teaching Mathematics 3-5: Developing Learning In The Foundation Stage
Gifford, Sue, 2005-08-01 The book places particular emphasis on adult initiated number focused activities and playful
challenging and sensitive teaching strategies to engage younger children The strategies are based on research and work with
practitioners and are illustrated by children s own responses such as making number jokes It covers key areas of
mathematics including number shape and space measures and problem solving with appropriate expectations and common
difficulties as well as suggested activities **Psychological Foundations of Education** Morris E. Eson, 1964 This text has
been written to serve the first course in educational psychology to demonstrate to the student how the concepts and the ways
of thinking of psychology apply to school and classroom practice and how they can contribute to an understanding of the
accepted aims of education This book attempts to bring to bear on the consideration of each educational problem that
psychological point of view that promises to shed the greatest light This selective application of the points of view of several
schools of psychology while perhaps lacking in theoretical consistency promises greater functional effectiveness and less
distortion of reality **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
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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
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Sriraman, 2013-12-05 This volume provides a necessary current and extensive analysis of probabilistic thinking from a number of mathematicians mathematics educators and psychologists The work of 58 contributing authors investigating probabilistic thinking across the globe is encapsulated in 6 prefaces 29 chapters and 6 commentaries Ultimately the four main perspectives presented in this volume Mathematics and Philosophy Psychology Stochastics and Mathematics Education are designed to represent probabilistic thinking in a greater context **Encyclopedia of Information Science and**

Technology, Second Edition Khosrow-Pour, D.B.A., Mehdi, 2008-10-31 This set of books represents a detailed compendium of authoritative research based entries that define the contemporary state of knowledge on technology Provided by publisher

General Register University of Michigan, 1966 Announcements for the following year included in some vols **Imagery and Related Mnemonic Processes** Mark A. McDaniel, Michael Pressley, 2012-12-06 Scientific work on mnemonics and imagery conducted in the 1960s and early 1970s was directed at testing enthusiastic claims of the efficacy of memory techniques developed by the ancient Greeks and further refined in the popular literature by professional mnemonists The early research on imagery and mnemonics confirmed many of these claims and also illuminated the limitations of some techniques e.g. bizarre imagery As such these seminal studies clearly were valuable in providing a solid data base and perhaps as important making imagery and mnemonics acceptable research areas for experimental psychologists and educators After this initial surge of work however it seemed that subsequent contributions met with the attitude that mnemonic techniques and imagery help memory what else is new This attitude was not completely justified however given the theoretical insights from the work of such imagery and mnemonics pioneers as Gordon Bower Allan Paivio and William Rohwer In the 1980s this claim is completely unjustified Research on mnemonics and imagery has grown in exciting ways Researchers are tapping the area's theoretical potential both in terms of extending basic memory theories to account for the robust effects produced by mnemonic techniques and in terms of using explanations of mnemonic effects to understand basic memory processes Individual differences in the use of imagery and mnemonic encoding activities are also being explored This research has provided valuable information for basic memory theories e.g.

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